

THE AMERICAN School Board Journal

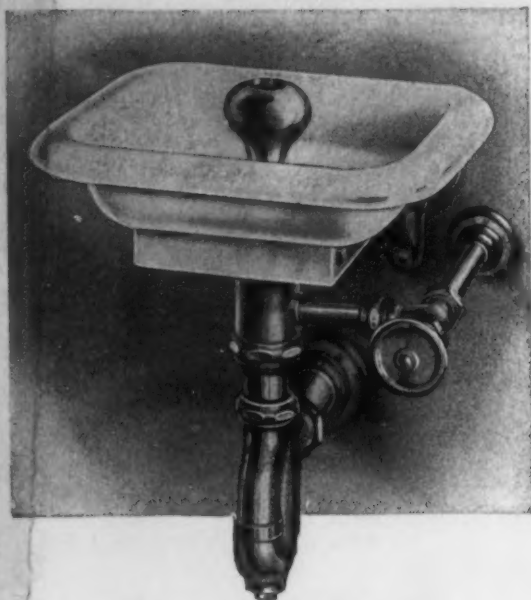


New York
Chicago

William George Bruce, Publisher Milwaukee, Wis.

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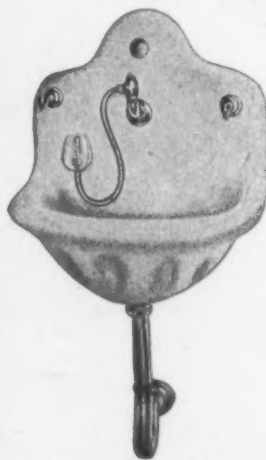
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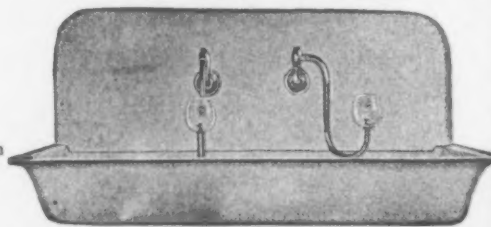
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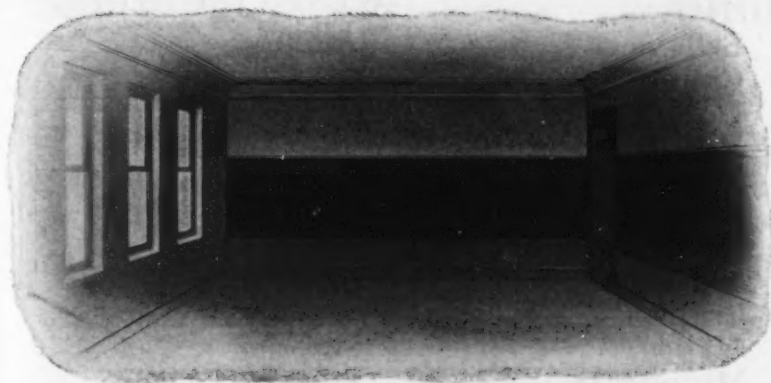
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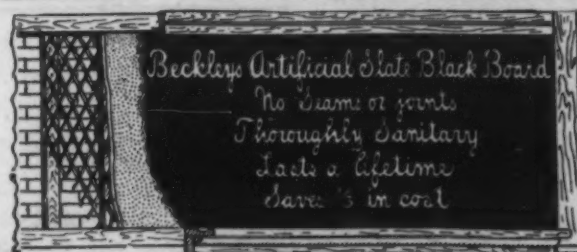
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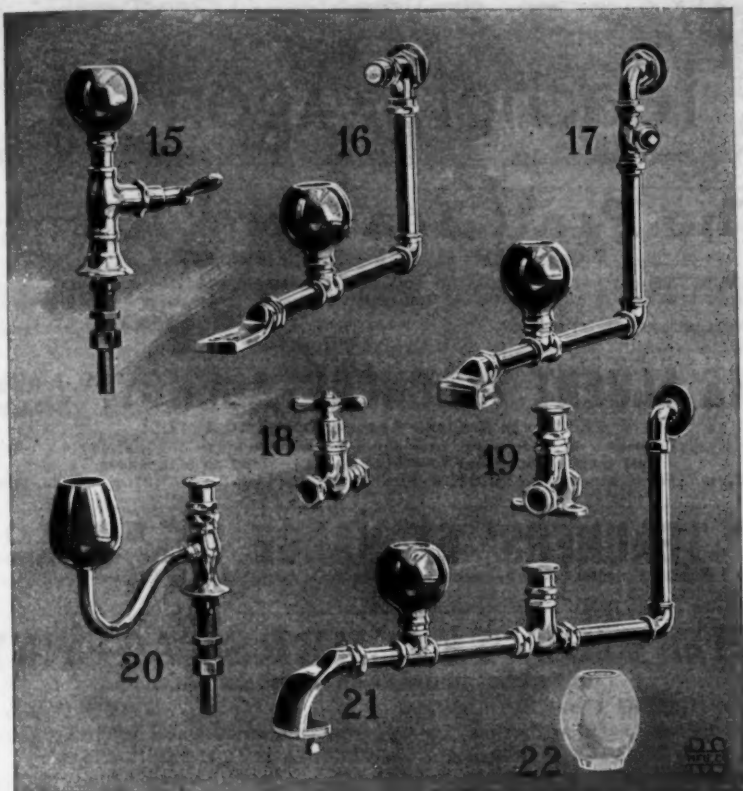
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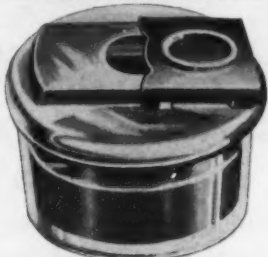
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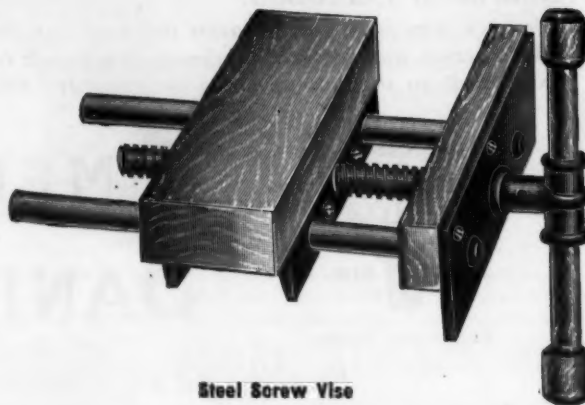
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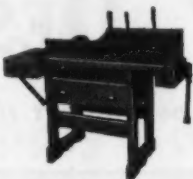
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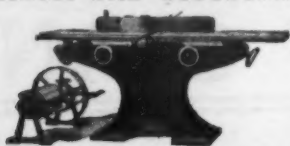
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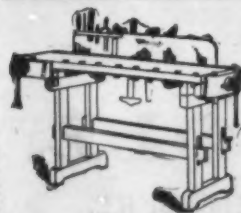
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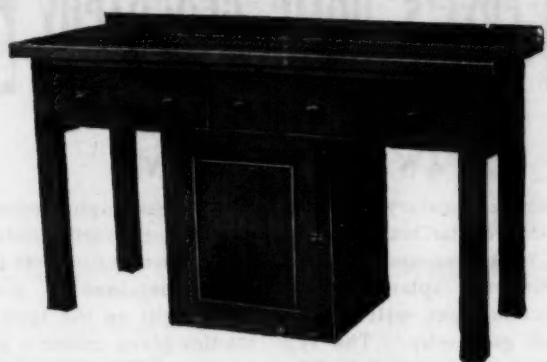
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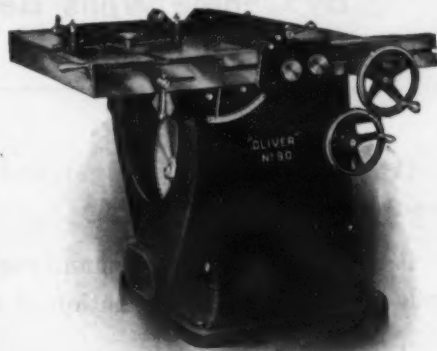


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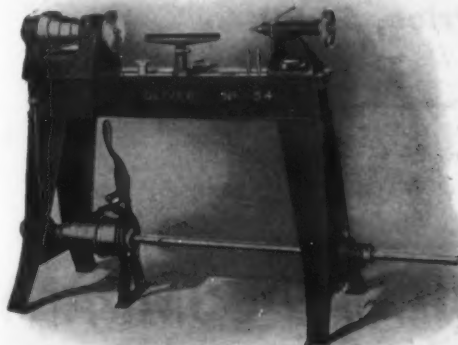
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VOL. XLIII, No. 3

MILWAUKEE—New York—Chicago, SEPTEMBER, 1911

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GET ABOARD, GENTLEMEN!

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School Administration.

AUDITING OF STUDENTS TREASURERS' BOOKS.

By W. A. Richards.

All, or most all, schools have class, athletic, or social organizations and publications where money is collected and handled by student treasurers. It is believed by the writer that in but few schools the treasurers are held to account for the accuracy with which these accounts are kept. We do not believe that there is much dishonesty among the boys and girls elected by their fellow students to these places of school honor, but we do know that the average pupil is very careless and forgetful and needs to be looked after by parent or teacher.

It was with this in view and the fact that some parents had refused to allow their children to hold such offices, without supervision, that led the principal of the University High School of University of Chicago to appoint an auditing committee whose duty it was to advise all treasurers and audit all books and publish a statement of each treasurer's accounts in the High School Daily.

This committee has been in existence for two years with very good results. The first year's work consisted simply in auditing accounts and making a report in the Daily. This year the work of the committee was put on a business-like basis. Forms were devised and rules, as shown later, were drawn up for the guidance of the treasurers by the writer as chairman of the auditing committee.

With these directions the work of the treasurers was made so simple that any schoolboy or girl could keep the accounts accurately, without any knowledge of bookkeeping and the work of the auditors was reduced to a minimum.

The system can be used either as a looseleaf system by ruling separate sheets as shown or as a permanent system by ruling the pages of a book in a like manner. It is the intention of the auditing committee to have blanks printed and supply the treasurers that all may be uniform. At the close of each treasurer's term of office the books are taken up and filed by the committee so there will be a complete record always at hand.

It is believed that the blanks are self-explanatory; with the following statements all will be clear:

A numbered receipt is given for all money collected and a stub with the same number is held by the treasurer. This item is entered in the "Money Received" column with its proper number. The treasurer pays no bills except on a voucher drawn on him by the secre-

tary and countersigned by the president of the organization. This relieves the treasurer of responsibility of everything except the accuracy of his accounts, and throws the responsibility of correctness of the bills on the secretary and president. This seems to be the logical way since the secretary through correspondence and the president through conducting the meetings should know if bills and other expenses are correct.

These vouchers are all numbered and entered in the "Money Paid" column, giving the date, voucher number, to whom paid, and the amount.

In auditing the number and amount on receipts, stubs and vouchers are compared with the books, the vouchers looked over to see that they are properly signed, the footings totaled, when in most all cases the auditing is completed.

As in all school matters it is necessary to have some form of penalty for delinquents, treasurers or the committee will be given unnecessary work rounding up these delinquents, keeping the books up to date, and getting in reports on time.

Instructions for Treasurers.

All accounts must be kept on blanks ruled as directed by the auditing committee. These accounts must include the name of the person or firm to or from whom money is given or received, with the number of the voucher or receipt.

A receipt must be given for all money received, and a properly filled out stub must be kept. Both the stub and receipt must be numbered, and bear the same number.

		CHICAGO, ILL.	1911.	No.
PAY TO THE ORDER OF		President.	\$	
				DOLLARS
To	Treasurer			
of	Club.	Secretary		

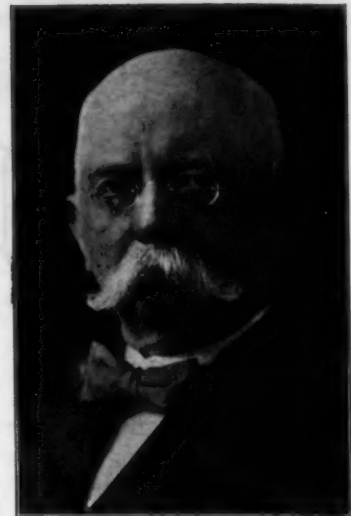
Voucher Form.

No money shall be paid except on a voucher issued by the secretary and countersigned by the president of the class or club. In the case of publications the voucher must be issued by the business manager except when the treasurer holds both offices, when in that case the voucher must be issued by the faculty adviser.

A report must be made to the committee at close of the first semester accompanied by the vouchers and receipt stubs. At the close of the second semester or term of office the books and all vouchers and receipt stubs must be turned over to the auditing committee for final auditing.

[illegible]

Form of Student Treasurer's Cash Book.



FRANCIS A. SOPER, LL. D.

Superintendent of Schools-elect, Baltimore, Md.

The books must be kept up to date so that they can be examined at any time the auditing committee may desire.

Any member of the committee will be ready at any time to give directions or assistance to treasurers needing the same.

ENCOURAGING THRIFT.

In furtherance of a plan to encourage boys and girls to become bank depositors, instead of investing their pennies for candy, the Massachusetts legislature has passed an act to authorize savings banks to receive deposits from school children. The law is a logical outcome of an enactment in 1910 making the teaching of thrift compulsory in all public elementary and high schools.

It is not the purpose of the new act to open banks in the schools, but to encourage thrift among the children by having them save their pennies, which may be collected by the teacher or some representative of a savings bank and deposited in the bank. State Bank Commissioner Arthur B. Chapin has sent to members of school committees throughout the state copies of the new law, with suggestions for carrying out the idea.

The substance of the act is as follows: "In order to encourage saving among the children in the schools of this commonwealth, any savings bank may, with the written consent of and under regulations approved by the commissioner and, in the case of public schools, by the commissioner and the school committee in the city or town in which the school is situated, arrange for the collection of savings from the school children by the principal or teachers of such schools or by collectors. All moneys so collected shall be entered on an individual deposit card furnished by the savings bank, but the total collections received by the savings bank from any one principal or teacher may be entered in the name of such principal or teacher as trustee. When, however, the amount deposited by any one pupil and credited on the deposit card equals the minimum amount upon which interest is allowed, the savings bank shall issue a pass book to such pupil and thereafter, when the amount deposited by the pupil and credited on the deposit card equals the sum of \$1, it shall be transferred to the deposit book by the savings bank. The principal, teacher or person authorized by the savings bank to make collections from the school children shall be deemed to be the agent of the savings bank, and the savings bank shall be liable to the pupil for all deposits made with such principal, teacher or other person and entered upon the deposit card, the same as if the deposit were made by the pupil directly with the savings bank."

The Future High School---the Problem

By Principal W. D. LEWIS, The Wm. Penn High School, Philadelphia, Pa.

The social and economic changes of the past twenty years have been so sweeping that to many of our institutions the problem of adjustment to the new conditions is somewhat dizzying. Among these institutions is the American high school. Readjustment is made imperative, however, by a change in the problem the school has to meet and by a new conception of its peculiar function in the community.

Twenty years ago 64 per cent of the American people lived in the country and in towns of less than 2,500 inhabitants. The last two decades have seen the transfer of a considerable proportion of these numbers to the larger centers. Within this period the population has grown approximately from sixty-three to ninety-three millions. In the same time the public high school has grown from 221,522, or about 3,500 to the million of population, to 915,061, or about nine thousand to the million, an increase of over four hundred per cent. The migration from country to city and the enormous growth of the high school, in themselves argue for the adaptation of the school to the shifting conditions.

A Change in Patronage.

Striking as are these changes, however, they are less important than some others not so immediately evident. Of the comparatively small number of pupils at the earlier date a considerable proportion were the brightest and most ambitious boys and girls from the country communities. The work of the farm and the home had furnished them the best possible form of manual training and at the same time had developed resourcefulness in meeting emergencies, habits of industry, and a sense of personal responsibility. The difficulties in the way of advanced education not only eliminated the mediocre, but also magnified the privileges of the school, and stimulated the student to tireless effort. These young people came with a definite purpose, largely that of preparing for the professions, and their success is attested by their leadership today in every line of human effort.

On the other hand, the vast majority of our present pupils are representative of the average of intelligence and culture of the city homes from which they come. They have met few emergencies, have done little manual work, often have little sense of personal responsibility. Whether brilliant, mediocre or stupid they go to the school because there is nothing else for them to do, without appreciation for its advantages, definiteness of purpose, or zeal for personal profit.

A couple of decades ago the academic work of the school supplemented the manual and vocational training of the home and thus met the needs of this earlier class. The vocational and manual work of the new type of school must supplement the exclusively bookish education of the pupils of today if they are to be equally well served. It is largely because the high school is failing to do this, and because it is graduating its thousands of educated incompetents and dropping out tens of thousands who find in its curriculum no appeal to their interests and no satisfaction of their needs, that it is just now being subjected to such scathing criticism from the men of the factory and market place who are paying for its support.

Civic Efficiency and the High School.

Gradually and somewhat unconsciously from the confusion there is being evolved a new conception of the fundamental philosophy of the public high school. The sentimental appeal to give the boy a chance is giving way to the business argument that higher education pays,

or ought to pay, the community. A business man's comment may illustrate the new point of view.

A visitor complimented the president of a large manufacturing concern on his generosity in furnishing bottled spring-water to his workmen. "There is no generosity about it," answered the president, "it is business. We find that by this means our interruptions from sickness are so greatly diminished that it pays to furnish the water." While it may sound somewhat cold-blooded, a similar argument affords the best and most logical defense of the public high school. It is not the function of the state to give Smith a better chance to win life's battles than it gives to Brown, but it is good business sense for the state to raise the quality of its members in every possible way.

There is grave danger that the purely materialistic side of this improvement will be recognized to the exclusion of other forms of real personal and social advancement that are much more important. This improvement should come in a clearer understanding of the lessons of history and literature, in a higher conception of the duties of citizenship, in better social thinking, in greater efficiency in getting the world's work done, in increased courage to combat entrenched evil, in an exalted idealism and a practical righteousness that shall be to the community that is paying the bills, convincing proof of the wisdom of its investment in a scheme of universal education.

Professions vs. Trades.

To fulfill its mission as a means of universal education the high school must become thoroughly democratic. In other words, it must open its doors of opportunity as wide to the future artisan, artist, merchant, and farmer as it does to the future doctor, lawyer, preacher, and teacher. Not only is this required in simple justice to the boys and girls, but it is also imperatively demanded by the need of the community for trained men in every line of activity. At present thousands of men whom the Lord intended to follow plows and drive nails are gouging each other and mulcting the public in the shabby-genteel crush after patients, clients, and congregations. Pills and red tape are dispensed everywhere, but you must "bespeak a fortnight before" the man who can plant the garden or put on the storm windows. This is because our educational train has been through-scheduled for the professions, and the thousands who found that they did not care to reach this destination have been bowled off like mail sacks wherever it happened, instead of being comfortably landed where they ought to have gone.

If this evil is to be corrected the schools must provide both academic and practical courses, or, as they are more generally termed, both cultural and vocational. The use of these terms, however, is misleading. Any course is cultural when it meets the needs of an individual in rounding out his nature, supplementing his home training, giving him better command of himself, broadening his outlook upon the world, and fitting him for larger living. On the other hand, any course is vocational when it contributes to the special preparation which enables an individual to earn his living by giving valuable service to the community. From this point of view Greek is vocational and manual training is cultural to the future preacher or college professor. It is absurd to arrogate for any group of subjects that mysterious and somewhat indefinite blessing supposed to inhere in Boston air and to deny the essence of

culture to any means of discipline needed by a considerable number of our boys and girls.

The Need of Varied Work.

That manual and vocational work does contribute a valuable element to the education of a large proportion of our pupils is proved by the zeal and interest shown in this kind of work by those who fail in the purely academic subjects. The sight of a group of typical school loafers enthusiastically performing exacting tasks in the shop is a terrific jolt to traditional pedagogy. The trouble with the ubiquitous boy who won't work is not that he is a dunce or a knave but that he has not found the particular activity which appeals to him. Ex-president Charles W. Eliot places the development of an enthusiasm for some useful activity among the first essentials of education, and to this end we must credit the shop with larger contributions than the Latin class.

Boys and girls need these enthusiasms to enable them to find themselves. As a rule they are very uncertain in their choice of a vocation at any time during the high school course. Ex-president Eliot emphasizes the necessity for a broad scope of studies in the high school as follows:

"Children and young people should study the elements of a considerable variety of subjects, such as language, mathematics, history, natural science, sanitation, and economics, not with the primary purpose of obtaining information on these subjects, but in order that they may sample several kinds of knowledge, initiate the mental processes and habits appropriate to each, and have a chance to determine wisely in what direction their own individual mental powers can be best applied."

This does not mean a large number of short, smattering courses, but an intelligent and thorough introduction into several of the major lines of intellectual and vocational interest.

All students need both physical and mental, both vocational and academic work, and a community needs not only experts in every line of physical and mental activity but also men of broad sympathy, who can meet all sorts and conditions of people on their own ground and can grasp a multiplicity of new problems with comprehensive understanding of their essential relations to human welfare. It is evident that this breadth of view in our complex civilization can come only from many-sided training.

All-Around High Schools Needed.

The new manual training, technical, and vocational high schools and the vocational courses in existing schools all over the country are conclusive evidence that the new type of instruction will be given. Whether it will be given in separate schools, or infused into the courses in the existing schools, is the important question. In Germany, where a boy is predestined to a certain trade or occupation, the separate school is the logical result. In America, where every individual is a man and a voter first and a mechanic, tradesman or professionalist second, the composite school alone can meet the need. Separate schools mean vocational and social stratification with the inevitable class prejudice. In one kind of school there will be vicious over-emphasis on practical aims, in the other snobbish ideals of educational aristocracy. In neither type of school will there be the all-around development that will make for individual resourcefulness, political ethics, and social democracy.

The high school has come to the parting of the ways. To cling to its traditional curricu-

(Concluded on page 31)

THE PERILS OF DUST

By CHARLES S. LEWIS.

*Swat the fly!
Banish the drinking cup!
Destroy the dust!*

Injunctions that have the sanction of the highest medical and scientific authority.

However, the fly has been receiving attention since his marauding instincts prompted his first investigating tour on the fair brow of Eve. There is the sweetness of revenge in his annihilation—the call of the savage that runs full in the veins of humanity.

The common drinking cup has no such antiquity, tracing its origin to modern times. Neither veneration nor cenotaph are due, and we witness its banishment without emotion or regret. True, its dangers are impossible of exaggeration, yet it is possible to avoid them by providing individual thirst-quenching containers, a practice that prevails in many homes and one that is as sacredly observed as are the rules governing the use of tooth brushes, and other articles intended for exclusive use.

But, dust is a more insidious foe than Sir Fly or the inviting cup—a foe that will continue to vex and plague and decimate humanity, so long as the almost universal practice of dry sweeping prevails. Since its disuse in the legendary art of propagation, the chief measure and purpose of its time, has been to furnish a natural habitat for disease germs and from the clouds that daily ascend from the dry sweeping and dusting of homes, offices, public buildings, schools, railroad depots, hotels and similar places, "which way I fly is hell."

Nor is it simply the annoyance of dust that we inveigh against—it is the danger that lurks in every germ-laden particle.

Indifference to Dust Dangers.

Such a cumulative array of testimony is available in behalf of the infectious results of dry sweeping that one is fairly astounded in contemplating the indifference that has permitted such a practice to prevail. Such a condition of apathy is certainly not complimentary to our ideals of citizenship and is due doubtless to the inertia of public sentiment, when the subject involved touches not the emotional springs of human nature. In fact, there seems to be a natural reluctance on the part of those charged with the responsibility of such matters to adopt suggestions or apply information touching sanitary measures or other health requirements. However, to ignore them entirely, whether from indifference, or prejudice, is little less than criminal, as is abundantly evidenced in the appalling mortality due to preventable diseases.

Another reason for the general unconcern in the matter of dust, is that the germ life present in it is not visible to the naked eye. By some peculiar law of human nature, dangers must be apparent to awaken alarm, and especially is this true when the source of same is a familiar daily phenomenon. Like Byron's prisoner, "my very chains and I grow friends, so much a long communion tends to make us what we are."

But dust under the microscope becomes a living picture, more terrorizing than the fears of wars or women. Alvin Davison, professor of biology at LaFayette college, in a recent experiment, was able to collect more than one-hundred million germs from a single sweeping of an ordinary schoolroom. When it is remembered that each germ upon finding lodgments immediately propagates a new colony, the result is enough to not only startle, but to stagger humanity.

As to the character and composition of dust, the department of health of Buffalo, N. Y., stated in a bulletin some months ago: "Dust

pollutes the air we breathe, the food we eat, the liquids we drink, the houses in which we live and the clothing that covers our bodies. Dust enters our bodies through the mouth, nose, eyes and the pores of our skin."

"Dust from streets, dwellings, factories, schools, theatres and other public buildings has been carefully collected and studied. It is found to contain bits of sand and soil, specks of soot and minute cinders, ashes, coal, lime; particles from the wear and tear of brick, plaster, cement, and asphalt; bits of wood and other plant fibres, pollen and fragments of the seeds of plants; fine hairs and scales from the bodies of animals; lint and other fibres from clothing, carpets, etc., dried and pulverized excrements of horses, and other domestic animals, birds, dried remains of flies and other insects and even of human beings, waste material in endless variety from all sorts of industries, disease germs—bacteria and molds—derived from the excretions of man and animals, particularly the germs of tuberculosis, which are coughed up by the victim of consumption and deposited as spittle where they can be rapidly dried and conveyed to healthy persons by currents of air."

If it is disgusting to read of these things, how much worse to take into our lungs the air, and into our stomachs the food, that has been contaminated by the admixture of dust.

Of the same tenor is the following from Prof. R. L. Cooley, whose views on the subject of school hygiene and kindred subjects are accepted by the country generally, as a finality: "Dust is the great vehicle for the distribution of many pathogenic germs. The dust evil is the greatest problem of sanitation remaining for public school authorities to solve."

Dust in the School.

"Without great care, the schoolhouses become the disease clearing houses of the community."

"However, the fact remains that no matter to what degree of architectural perfection we may attain, the difficulties in the way of daily thorough cleaning that inhere in the purpose for which the school building was erected, remain. Likewise does the inability of our time-honored methods to cope with the necessities of the situation."

"The method now in vogue, of sweeping in the evening, and dusting in the morning, with a feather duster, thus twice in twenty-four hours churning the dust of the room into suspension, is nothing less than criminal disregard of unanimous medical opinion."

"Teachers and school boards have come to regard the presence of dust in the schoolroom as a normal condition. It has seemed a hopeless thing to contend against."

"There is not a physician of repute, with a knowledge of conditions, who would dare to assert that deaths and serious illness have not been directly traceable to the dust in our schoolhouses."

"Germ-bearing dust performs its evil mission so stealthily and insidiously that the cause is looked for elsewhere. There is a tremendous inertia, an inherited lack of fear for this form of infection to be overcome, and a consequent disregard of proper methods of dealing with the problem."

Yet, not even this arraignment has been able to "vex the drowsy ear" of school authorities to any appreciable degree, so far as practical results are concerned. There are notable exceptions, but in the main, the same insidious methods of sweeping prevail that were in vogue twenty years ago, the dangers of which have become intensified by the riotous effort of the janitor armed with a feather duster.

Nor can school officers plead lack of information in justification of their apathy. For the past dozen years, the dangers of dust have been portrayed by health authorities, by scientific investigators, by the medical profession, by editorial writers, by publicists, sociologists, and by thinkers in all lines of professions. Indeed, so general has been the dissemination of knowledge on this subject that it has developed various commercial products intended to overcome the evils referred to. As a matter of fact, the exploitation of these products has done much to give practical direction to the crusade against dust, for it has been a commercial—or rather an economic—motive which has furnished for them a market, the question of health and sanitation being a matter of secondary interest. This is evidenced by the fact that a major per cent of the users of the dust destroying products are those engaged in commercial pursuits, their sole object being to protect their wares from the ravages of dust, rather than to avoid the dangers that may lurk in each germ-laden particle. Certainly they are to be commended for this, because the destructive power of dust is one of the most prolific sources of economic waste.

Remedies for Dust Evil.

It is true, also, that many homes, hotels, offices and public buildings have discarded dry sweeping and dusting, yet like the preacher's tipsy guest, they are in a "hopeless minority."

Read the following arraignment from the pen of David Graham Phillips: "Today, in every large city, and in most of the small cities, the chief source of disease is the dust. Year by year the menace of dust—germ-laden dust, dust that ruins the membranes of the eyes, ears, nose, throat, digestive tracts—grows with appalling rapidity. Anyone who has a rudimentary knowledge of the science that group round organic chemistry, knows what dust is doing to human health throughout civilization."

As before stated, the dust problem is becoming commercialized. Various products have been placed upon the market, such as vacuum cleaners and dust absorbent sweeping compound. That the publicity given these products has been of educational value there can be no doubt, and yet, it is not so much a question of selecting proper mediums as it is of arousing public interest in the necessity of defensive action.

This could be hastened through legislative action, just as the relegation of the public drinking cup has been accomplished, and just as other health requirements have been established through compulsory enactment, such as the disposition of garbage, the abatement of insanitary nuisances, the regulation of sewerage, guarding against pollution of water supply, pure food enactments, and various other manifestations of legislative guardianship.

The dust problem will be solved. The genius of the people has never yet failed to "find a way" to enforce the laws of self preservation. However, it will greatly hasten results, if this crusade against dust could have the benefit of legislative sanction, and as no political interests would be involved in such effort, it would encounter but small opposition. Indeed, practically the only question involved is in presenting the matter to the legislatures of the different states, and backing such effort by all the moral support that can be generated from an awakened public interest.

The public press has been one of the chief factors in this propaganda, notwithstanding that its efforts so far have been more or less sporadic. But now that the public has been educated to the real dangers that lurk in the daily plague of dust, the champions of dust reform should be stimulated to greater effort.

THE NEW STANDARD OF THE PRESENT DAY INDUSTRIAL EDUCATION IN EUROPE

By PAUL KREUZPOINTNER, Altoona, Pa.

Economic necessity was the impelling force which caused all industrial countries to establish new standards of industrial education during the past thirty years. The industrial countries of Europe especially were thus compelled, through the ever-growing keen competition, to re-organize their old-time drawing and continuation schools and put them upon a modern pedagogic and social-economic basis.

An inquiry, however brief, into the aspect and scope of the new pedagogic standards of European industrial schools may prove all the more interesting because our own educational system is now passing through a period of transition; and while we have to develop our educational system upon the basis of our own educational and social traditions, political institutions, industrial development and national characteristics, nevertheless there are certain points of contact in the life of all industrial nations which are quite uniform. Hence we cannot afford to ignore what other industrial nations are doing along industrial educational lines.

While the methods applied to diffuse industrial education vary greatly in the different countries of Europe, the aim is universally the same, namely, the increase of industrial, intellectual, civic and moral efficiency of the industrial worker.

Conditions in England.

Great Britain's insular position and the fact that in the struggle for existence the inhabitants of the British islands were constantly forced to exercise physical power and mental alertness in order to brave the dangers of the sea, developed in them the characteristic habit of the Englishman to learn by doing. Practical experience in the shop and the daily routine of life were considered to be sufficient for the acquisition of the customary degree of efficiency and therefore it was not until 1870 that provision was made for a more general system of education. Since the act of 1902 progress has been made in all branches of education.

The technical institution acts of 1889 and 1891 provided a tax for technical schools and the first result of the enactment of these laws was the establishment of many high grade technical schools and colleges. However, these schools did not prove as beneficial as expected because they did not reach the class of workmen the laws had aimed to reach.

At present the technical education of the industrial workers is provided by technical day classes, evening classes and trade schools.

For those who are already engaged in daily vocational life, evening technical schools are provided which are also open Saturday afternoons. They vary widely in scope and range all the way from the small rural continuation school to the highly specialized technical college. The pupils attend three evenings a week and many devote one evening to home study. These industrial evening schools are now the main reliance in England for the education of the skilled mechanic. While much progress has been made during the last ten years, educationally, England has not yet evolved a satisfactory state school system. Because of the absence of a law compelling attendance at these technical schools it is difficult to have the pupils attend regularly.

Scotland Makes Progress.

As in England, so in Scotland industrial education has made remarkable progress. Scotland is in advance of England in its system of continuation schools, compelling by law attendance at these schools.

Four classes are provided in these continuation schools.

First division—Preparatory classes for the completion of general education.

Second division—Elementary classes for specialized instruction.

Third division—Advanced classes for specialized instruction.

Fourth division—Auxiliary classes.

Pupils who are free from the obligation to attend the elementary day school may enter the classes of the first division. The subjects taught include English and either one of the following courses: Commercial, industrial, household management, rural school course. One of the following may be added: The law of health, money matters (thrift, investment, insurance), conditions of trade and employment, the empire (its history, growth and trade), the colonies and the opportunities they offer, nature study, drill and singing. Other subjects are especially arranged by the department.

Division two offers classes for elementary instruction in those special subjects which may be useful to pupils who are either engaged in or are preparing for a particular trade, profession or occupation.

Division three offers courses for fitting students for particular industries or occupations. These courses extend over three years, including commercial and literary courses, art and industrial art, various engineering courses, naval architecture, navigation, architecture, building trades, textile industries, printing, women's industries, agriculture, rural industries or other occupations. Once a week systematic instruction is provided in some branch of literature and history.

Division four offers the following: Physical exercises, military drill, vocal music, wood carving, fancy needle work, elocution or other subjects.

France Upon High Level.

Napoleon Bonaparte seized the opportunity produced by the general upheaval of the revolution, to put the educational system of France upon a higher level. He perceived the necessity of freeing the French industries from the domination of England whose industrial development, at that time, was far in advance of any European country. It was not until 1880, however, that systematic industrial education was established by the state.

As yet there is no unified system of industrial schools. They are either state, municipal, communal, departmental or private schools receiving state aid. Again there are trade schools supported by trade unions, employers' associations, religious orders; but with the continued increase of the state grants these industrial schools are more and more under the control and the inspection of the state. At present there are more than 5,000 of these schools. The continuation schools are organized under three divisions:

First—For "illiterates." The attendance in these schools is poor because young men and women do not feel inclined to have it known that they are illiterate.

Second—Those who have completed the elementary and higher elementary schools enter the second division of the industrial schools. The courses of these schools are generally additional vocational subjects, such as drawing, arithmetic, English, German, bookkeeping, stenography, typewriting, agriculture, surveying, hygiene, needle work, domestic science, etc.

Third—In this division are included trade

schools, usually day schools, also technical courses in which the instruction includes drawing, geometry, and elementary science adapted to the need of the students. The practical or shop work is often carried on Sundays in the shops of the trade schools. There are twenty-two higher trade and industrial schools and thirty-nine commercial and industrial schools for boys and girls. In the larger cities are found technical libraries and industrial museums, containing drawings, models and collections of works of industries.

The municipality of Paris supports fifteen trade schools, seven for boys and eight for girls. The schools for boys train metal, furniture, book binders and art workers. Trade courses for girls include commercial courses, embroidery, millinery, dressmaking, drawing, china painting, art work and domestic science.

Switzerland.

Education in Switzerland is free and compulsory. Each canton supervises its own schools with certain reservations by the federal government. The federal government subsidizes all cantonal, communal, corporate or private industrial schools. Commercial schools, trade schools for girls and domestic science schools are likewise subsidized.

In 1906 an apprenticeship law was passed which compels every employer to send his apprentices, boys or girls, to an industrial school at least four hours a week. It is optional with the cantons to adopt this law and thus far nearly half of the cantons have availed themselves of the opportunity.

The trade and technical part of these schools are taught, wherever possible, by engineers, architects and mechanics.

There is one school for training technical teachers. In this school practical men are taught how to teach and academic school teachers are taught trade-work. These industrial schools are classified as industrial drawing schools, industrial continuation schools, handicraft schools and trade courses, housekeeping and domestic science schools, trade and apprentice schools, industrial art schools, secondary technical schools, technical colleges, industrial museums.

Industrial drawing schools teach freehand and mechanical drawing, water color and design. The handicrafts and trade courses are superior to the continuation schools by including shop-work and aiming to enlarge the knowledge of those engaged in a trade.

To train domestic servants, as well as housewives, is the aim of the domestic science schools. The trade and apprentice schools are schools of a high grade and teach specific trades to apprentices and journeymen. The Swiss watchmaker's and silk weavers' schools are types of that kind of institution. The industrial art schools assist those who are engaged in industrial work to improve the art side of their trade. The secondary technical schools are above the trade schools and below the polytechnic schools.

Industrial museums are found only in the larger cities and contain specimens of the products of industries, school equipment, architectural plans and industrial and educational literature.

Germany and Its Schools.

Owing to pressure of economic conditions Germany has at present the most comprehensive system of industrial schools of any country. At the beginning of the nineteenth century it was perceived in several German states that the elementary school education needed to be supplemented by additional training in

the usual academic subjects, or along vocational lines to suit the occupational life of the pupil.

Attendance at these continuation schools has been compulsory for about seventy years. Originally they were held Sundays and evenings. More recently they are held week days.

With rare exceptions the continuation schools have no shop attachments. Recently, however, through the initiative of Dr. Georg Kerchensteiner, superintendent of schools of the city of Munich, who reorganized the continuation schools of Munich upon a new pedagogic basis, with shop work as the center of the boys' activity, the idea of shop instruction in addition to the former technical instruction, is gaining ground.

There are a variety of industrial and technical schools—state schools, municipal schools and private schools. Taking them as a whole, there are industrial schools, lower technical schools, middle technical schools, special technical trade schools and technical high schools. The industrial schools are chiefly continuation schools, compelling the employer to send his employees under eighteen years of age to these schools on week days, from four to eight hours. The vocational schools for girls are day and Sunday schools, in which cooking, sewing and the various household duties are taught. The schools of industrial arts and trades are evening schools with instruction in subjects pertaining to specified trades. The schools for the building trades include all occupations concerned with highways, street railways, bridges, sewers, etc. Schools for metal workers and the textile industry are day schools of a higher grade than the continuation schools. They are called secondary vocational schools. The lower and middle technical schools prepare for foremanships and similar positions, but are not preparatory schools for engineering colleges. Instruction in the continuation schools includes not only subjects pertaining directly to the trade of the pupil, but also business practice, bookkeeping, estimates, civics, law as it affects industrial life and industry, physics and materials of construction.

Austria and Sweden.

Industrial education in Austria had its beginning in the middle of the eighteenth century, with the establishment of an industrial drawing school in Vienna. There is a well organized system of continuation schools, trade and lower technical schools and also industrial art schools. Lately the system of the Munich continuation schools is being freely adopted. Manual training forming part of the regular curriculum of the elementary schools in Austria, it helps to make the continuation schools more effective.

It is well known that sloyd instruction has formed part of the curriculum of the elementary schools of Sweden for the past forty years. It is taught to children of from ten to fourteen years of age. In order to adapt manual training to the age of the pupils sloyd has received more attention in Sweden than other forms of manual training, although metal work and other forms are also taught.

Italy, Belgium and Russia.

Belgium has a very efficient system of industrial education, similar in nature to the one France has at the present time.

For many years Russia has paid much attention to higher technical education and the results of her industrial education for workingmen attracted the attention of educators at the Centennial Exposition in 1876 and resulted in the introduction of manual training in this country. Since then Russia has extended that system of industrial education in various directions.

Italy also is beginning to feel the need of such training for her mechanics.

The New Standards.

After this cursory review of present industrial education in Europe, we are prepared to inquire in how far changes from older methods to new ones have produced new standards in methods of teaching as well as in organization. During recent years economic forces have operated to bring about keener competition between all industrial nations. This economic pressure brought to the attention of the industrial communities the weak points in the methods and organization of their industrial schools. It was realized that industrial education was as important a civilizing and socializing educational force as the old traditional cultural education. Moreover, it was seen that if any system of industrial education was to be effective, it had to include in its scope all of the industrial population. To make such an extensive scheme successful required state aid and the authority of the state to carry out the provisions of the organization.

Hence, we have as a new standard in the present system of industrial education in Europe, a growing power of the state over the organization of such schools, the extension of the compulsory feature of attendance at industrial schools, under eighteen years of age, and a vast increase of expenditures by the state and the municipalities over former years—for the education of the masses of industrial workers. As an illustration of this tendency the law may be cited now before the house of deputies of Prussia. According to that proposed law every community of 10,000 inhabitants or more will be compelled to establish industrial continuation schools, limiting the hour of instruction to not beyond eight o'clock in the evening. It confines the time of instruction to week-days altogether, instead of using Sundays and holidays as part of the school time.

While compulsory attendance at industrial schools has thus far found no favor in England, yet from the social standpoint, new standards are attained by the encouragement given to the young people to make use of what increasing facilities there are in the shape of industrial and technical education in day and evening schools.

Scotland has materially contributed to the establishment of a new social and educational standard by the legalizing of a compulsory attendance act whereby those having charge of

young people are made responsible for their attendance.

While primary education in France is compulsory and there is a favorable sentiment among the people to have attendance at industrial schools likewise compulsory, no standard has as yet been set by law in this direction in France as in other countries. Nevertheless since all power over the schools is concentrated in the hands of the minister of public instruction, compulsory attendance may soon be expected.

In Switzerland new standards have been established in the direction of increasing the number of industrial schools and making them more effective by giving the federal government the power to subsidize these schools to the extent of one half of their expenditure and by giving the cantons the right to make these schools compulsory. The same tendency towards new standards of social usefulness of industrial schools by invoking the power of society and government is observable in all other countries of Europe.

Pedagogic Changes.

When we come to examine into the purely pedagogical changes which have taken place in the European industrial schools during recent years, we find a radical departure from what was formerly considered the standard of efficiency. The old time elementary subjects have been raised to a higher level, courses have been differentiated, manual training has been established, technical and scientific subjects have been added and a beginning has been made to pay as much attention to the training of the man and citizen as to the training of the mechanic.

The state, being the conservator as well as the promoter of the material welfare of the people, has stepped in with its concentrated authority and financial power and has advised or prescribed the character of the organization and the curriculum of the industrial schools. However, considerable freedom has been allowed the municipalities to suit local conditions or progressive tendencies.

In the consideration, then, of the economic changes taking place successively in the industrial countries of Europe, we find the key to the difference in the rate of progress in the establishment of standards of efficiency in industrial education as well as in the character and variety of schools found in different countries.



"Am I My Brother's Keeper?"

This painting by J. C. Dollman was recently presented to the New York Board of Education by Alfred Mosely, of England, in acknowledgment of its co-operation with him in his educational investigations in this country. The gift, which was presented by Theodore Roosevelt at the DeWitt Clinton High School, represents the home-

less poor on the Thames embankment in London, and is meant to emphasize the need of Industrial Vocational Education for Americans, so that the sad social and industrial conditions prevalent in England may never be repeated in the United States.

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In these countries with meagre natural resources, as for instance in Germany, we find not only the rate of progress rapid, but also a great variety of schools and a highly technical curriculum to make up for scarcity of natural resources.

With the entering, during recent years, of all industrial nations, into the world-wide competition, a new factor—the commercial economic factor—has entered the educational field and has compelled the raising of European standards of industrial and technical education to a still higher degree by the introduction of commercial subjects in the continuation schools. In conformity with this new pressing economic force, menacing the nations who are involved in the struggle for industrial existence, the new standards of present day industrial education in Europe present the following aspect:

First—A system of industrial schools intended to reach the whole mass of the population, but so organized as to leave room to escape upward for those who are destined and able to go higher.

Second—A growing tendency to introduce manual training and technical subjects into the elementary schools.

Third—A system of trade and continuation schools. Examples of the highest type of the former are found in Austria and Belgium, and of the latter in Munich, Bavaria.

Trade schools for groups of industries in Austria include schools for lace making and art needle work, schools for weaving, schools for wood and stone industries, schools for glass and ceramic industries, schools for metal industries, schools for other branches.

The general trade schools are preparatory institutions for trade schools or for those who go into shops without entering a specific trade school.

The most advanced system of industrial continuation schools, offering new standards of a high order, are those at the city of Munich, Bavaria. The older form of industrial continua-

tion schools aimed to supplement the practical shopwork of the apprentice boy with such technical and theoretical knowledge which was not obtainable in the shop, but the various subjects were not well correlated and therefore not very effective. No shopwork was done in the continuation school of the older type. Dr. Kerschensteiner, in reorganizing the continuation schools of Munich, changed the traditional form by not only introducing shopwork, but by making this the center of interest in the furtherance of industrial and social activity. To accomplish this he co-ordinated and correlated technical and scientific principles, civic instruction and moral teaching with the practical shopwork in such a way as to make the schoolshop the center of industrial activity and at the same time a social force to assist and strengthen the intellectual, moral, civic, commercial and industrial activities of the state and thereby prepare the ground for the creation of favorable opportunities for the individual citizen.

According to Dr. Kerschensteiner's ideal and pedagogic conception in the modern continuation school, mechanical skill, economic insight, civic consciousness and a sense of moral responsibility are to be welded into a homogeneous educational principle to produce not only skilled mechanics but also responsible citizens and intelligent men of character. Austria, Sweden, Switzerland, Belgium, England and Scotland are adopting these ideas and ideals and thus new educational and social standards are being established.

Recapitulation.

On final analysis of the present day organization, tendencies, aims and equipment of industrial education in European countries, we find the new standards aiming for mechanical skill, technical and scientific knowledge, insight into economic principles, character building, civic efficiency and a development of a sense of personal duty and obligation not only to one's self

but to the community. In order to make the development of such a far reaching educational program possible, there have been made radical changes in the traditional educational system by additions, differentiations and alterations of organization and curricula.

New ideas about the cultural, the economic and social value of industrial education upon a broad, socializing basis have become standards and the basis of an ideal which perceives in the broad industrial education of the masses a new social force, not only economically beneficial to the industries but primarily useful to the state as a civilizing conservative agency to conserve the mental and moral resources, inherent in the people, for the best uses of the state itself in the formation of citizenship and civic duty. For in European countries the man as a civic unit to strengthen the machinery of the state, receives first consideration and everything is subordinated to that primary aim.

In order to maintain these standards and to carry out such a program there is available a high standard of patriotic self-sacrifice which is willing to appropriate enormous sums for these industrial schools, a remarkable co-operative spirit pervading all classes of society when it comes to the question of industrial education for the people, and a democracy in the application of educational endeavor which secures and vouchsafes the widest distribution and deepest penetration throughout the whole mass of the industrial workers of industrial intelligence, economic insight, the conception of civic obligation and ethical principles.

Are these new standards applicable in any form to our own industrial, economic and social conditions?

Are we prepared to make our coming industrial schools as democratic?

As diffusive and varied in form?

As suitable to local conditions and individual requirements as are the industrial schools of our European friends and competitors?

PROBLEMS OF ADMINISTRATION

By BURTON H. ALBEE, Ex-Member Board of Education, Hackensack, N. J.

In considering the administration of schools the different types of boards of education become of importance. We have examined at some length the limitations and difficulties which beset elected boards in townships and municipalities where it is necessary to appeal directly to the people for what is required. And unquestionably members of boards thus situated look with a degree of envy upon the bodies who are appointed and may ask only their boards of estimate for money to do certain work.

The question is immediately raised as to which board is most likely to obtain the money required. And the answer to this question will undoubtedly prove surprising to a majority of those school trustees who owe their election direct to the people and must appeal to the people for money needed for developments.

A careful examination of boards within reach, comprising a considerable number of both types, seems to prove that so far as the bodies visited are concerned those elected succeeded in obtaining money far easier than the appointive boards. This may seem strange, but it is a fact, at least as far as the writer's investigations have extended. The elected member will be surprised because he has thought all along that it is extremely difficult to get money through a vote of the people. The appointed member may not be so much surprised because he knows how difficult it is for him to get what he wants. But perhaps he, too, will wonder why it is easier to persuade the people of a community what is

best for them than it is to persuade a board of estimates composed of relatively few men.

A member of a board in a city of 265,000 people, appointed by the mayor and holding office for three years, gave some interesting sidelights upon this problem. In talking with the writer not long ago he said:

"You may envy me and the other members with me and think we can have whatever we want; but the truth is that we deserve sympathy. True, it may seem easier to obtain money for a certain definite project from a few men than from the people, but you forget the fact that where the people vote funds for a certain thing that ends it. The money is used for that purpose. Where it is necessary to obtain consent of a board of estimate in a city like this a number of different forces are put in operation.

"For instance, the politicians must be reckoned with. We are, perhaps, able to get money for buildings fully as easy as the town where the people vote it, but after all that is only one matter and there are many other features which go to make up a school system. We get buildings easy because they offer opportunities for contractors to make a profit and many politicians have friends who are contractors. To be able to influence the giving out of a contract of greater or less importance is an asset to a politician and he doesn't hesitate to use his influence when the question comes up for consideration. Perhaps this will explain some

things which have hitherto seemed difficult to understand.

"But when we go farther and want money for books, for example, there is nothing in this for the contractor, consequently opposition is aroused and often our appropriations are cut so seriously that they are really of little use. The same influences work all along the line, sometimes on one thing, sometimes on another. It is hard to combat them because for the most part they are invisible. They work upon the individuals so carefully and in the main so silently that the board of education is confronted with the effects of what they do without being able to overcome them. There have been times when this city had insufficient textbooks. Three pupils have had to use the same book, largely because of these insidious and dangerous influences.

"The elected board has no such opposition. The budget is prepared, submitted to a vote of the people, prescribing how much money is wanted for particular purposes and it is voted or refused, as the case may be. Usually the appropriations are carried without opposition. The money is thus made available and no manipulation of politicians can divert it without connivance of the members of the board, and that is rare indeed.

"The elected board may have trouble in securing special appropriations for special projects, though usually if they are reasonable, objections are insufficient to kill them. They have

no difficulty in securing a reasonable amount of money for current expenses and such expansion as is made necessary by the ordinary growth of the system. I have had some experience upon both varieties, and I am quite ready to say that I prefer the elected board."

Little can be added to this indictment. There is trouble on both sides, but this gentleman is quite confident that the elected board, which has the direct sanction of the people, is in much the better circumstances so far as doing the best for the system. From his viewpoint he is apparently correct. The only point which might influence a decision elsewhere would be the extent to which politics is allowed to interfere in the administration of school affairs. It is true that it interferes too much in many places. It is equally true that there are large cities and many towns where politics do not influence the board, or the finance department of the city government. Perhaps in those towns and cities the administration is not seriously affected either way.

In any case the principal difficulty is to keep the system growing fast enough to comply with the requirements of the community. It is hard to make the average resident understand how rapidly his town may be increasing in population and how necessary it may be to have additional room and a larger teaching force. If these necessities can be made plain there is no trouble in obtaining all the money required.

How to impress this condition upon the average resident is a problem which not many have solved satisfactorily. There is more or less indifference to overcome and much conservatism which wants to wait a while longer before making any move. These two influences are troublesome and not infrequently they delay progress longer than those most earnest in its advocacy think is good. But however that may be, the question is very present and must be adjusted before forward movement is possible. This applies in all localities, though sometimes it is worse in small communities than in large ones. Where the residents know what is being done they are quite apt to question the utility of a certain move; but in large towns and cities where they do not know they seldom object very strenuously. This is entirely apart from any consideration of the type of board.

It needs well conducted and forcible publicity campaigns to overcome prejudice of this character. In some towns these campaigns have been successfully conducted and the desired results have been obtained. In others they have been omitted, always with more or less unsatisfactory results. It would seem, therefore, that a well conducted publicity campaign is an essential feature of school administration where there is any opposition to proposed improvements or extensions.

Most school boards object to publicity, averring that the ways of the newspaper notoriety-seeker are obvious and do not deserve consideration. But often there is something which the people should know and if they do know public opinion will silence all objections. How can you reach them excepting through a publicity campaign? There is no other way and when the example of the United States government is followed there can be little danger of overstepping the bounds of propriety.

If a publicity campaign is undertaken it must be dignified and wholly of a character to supply information. It may be done in several ways, but probably the most effective is to publish short, crisp articles answering criticisms and questions. Generally a considerable proportion of the opposition to any important project disappears when full information concerning its benefits and its costs are furnished. It is only those who object to any improvement, no mat-

ter what its character, who will object after information is supplied. It is legitimate for school boards, who must appeal to the people for the money they need, to furnish to the people full information concerning proposed higher salaries or new buildings, changes of textbooks, or whatever else the subject under consideration may be.

So far as the observation of the writer has extended one of the principal charges brought against boards of education is that they are too much disposed to do business in the dark and too frequently refuse information that would help if enlightenment was forthcoming. It may be a small matter, relatively, yet it is one of those important small things that may wreck the whole fabric. Whatever else a school board may do it is necessary that it furnish information if it hopes to impress the people favorably with its propositions.

To impress the people will generally bring about the voting of the money needed and permit the development which seems so important. The board is usually the best informed upon matters of this kind and the people who elect them should have sufficient confidence in them to permit them to go ahead without interference; but, unfortunately, they often do not and the result is seen in the make-shifts which obtain in numerous school districts. Patchwork is never desirable. In fact, it is often more harmful, and leads to difficulties more far-reaching than may be known. There is sufficient reason for carefully working up public opinion to the point where it will allow of such liberal appropriations that patchwork will be unnecessary in any department, building or otherwise.

Too often boards do not understand this and are chagrined to discover that some of the most necessary propositions are incontinently refused when there seemed every reason to believe they would be granted. A board needs one or more members skilled in gauging public opinion and devising ways to interest the people in the projects under consideration. It is not enough to state these projects upon as broad a basis as possible. It will often be found necessary to devise special means of furnishing information to the principal objectors that will answer their criticisms and thereby obtain their influence for the proposed improvement. And it can be done by the skilled manipulator without serious difficulty.

In this way the elected board has an advantage over the appointed board. The latter cannot influence public opinion in its favor; neither would it do very much good if it did, unless it could arouse such an overwhelming sentiment that it could not be mistaken or ignored. The appointed board must take what is allowed, regardless of representations in many instances, and has no means of redress. The elected board can appeal direct to the people and thereby secure the required money for whatever it may be undertaking.

The main thing for the elected board to re-

member is that the people are jealous of their prerogatives in this respect. The schools touch them vitally and they feel a deep personal interest in them. Consequently they feel as though they had a right to offer suggestions or refuse appropriations as they may determine. But with diplomatic management and a direct appeal to the voters upon any important measure of reform there is usually little trouble. The difficulty comes through misunderstandings which are not cleared away before the vote is asked. Sometimes, indeed, the opposition is so strong it cannot be overcome, but such a condition is rare and will generally be found to be caused by something beyond the actual question itself. In such a case there is no redress and the board can only wait until the cause for the opposition is removed by the natural processes of time. If confidence is cultivated there is generally little trouble in the elected board securing what it wants. The appointed board has its own opposition which often cannot be overcome. Perhaps the average citizen, after once being a member of either kind of board, would not voluntarily undertake the same thing again.

State Superintendent Francis G. Blair, of Illinois, has summarized the school legislation recently passed by the state assembly. The new laws provide, among other things:

1. Several very helpful amendments to the township high school law.
2. A bill permitting the directors in districts where there are fewer than six pupils in the school to pay the tuition and transportation of these pupils to another district.
3. Amendments to the teachers' pension fund, strengthening and extending the law.
4. A bill enabling the board of education of Chicago to establish schools for defective and delinquent children and to charge the excess cost of such schools to the state treasury.
5. A bill enabling boards of education and boards of directors to employ one or more school nurses.
6. A bill authorizing a one-mill tax for the maintenance of the state university.
7. An amendment giving boards of trustees the power to rent, lease, or sell lands acquired in satisfaction of a debt.
8. Prohibiting the use of the public drinking cup.

The object of a paper like the School Board Journal is to place the school board member in contact with the current movements of the educational world. People are studying the question of education quite as much as that of science; education and science are the two great themes just now before us. There is much to be discovered in each realm; the school official must know what is going on in his world. With much labor and expense the editors strive to mirror the educational world, and even then, but a part of the story is told. All these things must be thought upon, that a consistent creed may be the result.

Teachers' Salaries in the Principal Cities of the United States.

	Elementary Teachers.		High School Teachers.		Elementary Principals.	
	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.
New York.....	\$600	\$2,400	\$ 700	\$3,000	\$1,400	\$3,500
Chicago.....	650	1,050	1,000	2,100	1,800	3,500
Philadelphia.....	520	1,300	800	3,000	640	2,500
St. Louis.....	440	1,100	750	2,180	880	2,700
Baltimore.....	...	700	700	2,000	...	...
Boston.....	552	1,212	600	3,204	2,580	3,180
Pittsburgh.....	450	900	900	2,500	1,500	2,600
Cleveland.....	500	1,000	1,000	2,000	1,000	2,000
Cincinnati.....	600	1,000	1,000	2,300	1,200	2,400
Milwaukee.....	540	1,020	840	1,800	1,500	2,400
San Francisco.....	840	1,224	1,200	1,980	2,700	3,300
Buffalo.....	400	900	600	1,500	...	...
Detroit.....	500	975	700	1,800	1,025	2,000
Newark.....	580	1,100	1,100	2,700	1,600	2,700
Minneapolis.....	600	1,000	750	1,500	1,000	2,300
Kansas City.....	405	630	900	2,000	...	...
Los Angeles.....	...	...	1,100	2,100	...	...
Seattle.....	...	...	900	1,500	...	...
Jersey City.....	600	1,128	900	2,500	1,500	3,000

A Practical Talk on Playground Equipment

By E. D. DeGROOT

General Director of Field Houses and Playgrounds of the Chicago South Park Commissioners

The application of this subject is too often handled by a committee of men or women, or both, of a playground association, school board, park board, or by a building or landscape architect, rather than by a play leader or playground expert. In light of this fact, I wish to point out, at the very outset, two snares or pitfalls dangerous to these good people, as well as some play leaders.

The first pitfall is the failure to differentiate between apparatus and equipment. Equipment includes apparatus, but apparatus does not include equipment. Equipment is the inclusive, attracting and interest-sustaining element of a playground, while apparatus is merely the appendage of equipment. Much of our failures, troubles and indifferent results come because of too much attention to apparatus and not enough to equipment. I shall amplify this point a little later.

Child Point of View.

The second pitfall is our misconception of the point of view of the children and young folks for whom we plan a playground service. Except in the most congested quarters of the larger cities children are not asking for playgrounds; they are asking merely for an opportunity to play. Go among the less favored classes and you will not find the children complaining because of lack of food, clothes, or a comfortable place in which to live; but you will find them complaining bitterly if they are given no time or opportunity for play. The attitude of children in relation to their play and play-places may be likened to our attitude toward our reading. When we wish to read we do not rush off to a library, but pick up our reading as we go—a newspaper, magazine, heavy or light literature in book form. Just so with the children: when they wish to play they do not rush off to a playground at some distant point, but pick up their play as they go, taking from their pockets marbles, tops, dice and other tools and materials which they put into use wherever they happen to be—on the street, in the alley, or a few feet of a vacant lot.

I believe that the vast majority of children are perfectly satisfied with their present play opportunities and facilities. I also believe that every thoughtful man and woman is not satisfied, but much discouraged with the present opportunities and play facilities for children. Our problem then, is one of presenting certain play areas in every community, so thoughtfully and perfectly equipped that they will attract and hold the children. This, I believe, we can do

if we give more attention to equipment, and a little less, perhaps, to apparatus. The problem is not one of merely providing swings and teeters for little children, but one of readjustment of environment of both little and big children in a complex civilization. If we think of the problem as a small one we shall try to solve it by supplying a few pieces of apparatus; on the other hand, if we think of it as a big, complex social problem, which it is, we shall think of equipment first and apparatus after.

Play Problem a Big One.

Let me call your attention to the fact that at our annual meeting we changed the name of this association from "The Playground Association of America," to "The Playground and Recreation Association of America," thus giving emphasis to the fact that we are dealing with a larger problem than the earlier name of the association seemed to include. George Elliot, in perhaps the most significant words she ever wrote, has called attention to the size of the problem which we are attempting to solve: "Important as it is to direct the industries of the world, it is not so important as to direct the recreation of the world." My interpretation of George Elliot's words is this: With all our achievements in commerce and industry, we are left dependent upon the cash register for honesty, the time-clock for loyal service, and the policemen for self-government. I believe that George Elliot would say: If you wish to develop the homely virtues of honesty, loyalty and self-government, look well to your provision for recreation; supply playgrounds and recreation centers as numerous as you supply manufacturing plants and work shops. Industry and commerce now build "sky-scrapers" that reach to the clouds—playgrounds will build men that will reach to the heavens. You are perhaps familiar with a certain industrial concern which advertises "Tell me what you eat and I'll tell you what you are." With even better facility does the juvenile court judge say to boys and girls who come before him: Tell me where you play and what you play, and I'll tell you what sort of men or women you'll be. Let me repeat that we are dealing with a big problem—one which calls for big plans and big expenditures. We shall defeat our purpose if we lay out a too meager expenditure of the promotion of our idea of playground equipment.

Grading—Surface.

Now let us resolve ourselves into a committee to start out and equip a playground. The

first thing, of course, is to buy a piece of land, or rent it, or get some philanthropist to give it. We will assume that a survey has been made and that the best location possible has been selected to meet the needs of the neighborhood. The first thing to do with our piece of land is to grade it properly. If it is low land, or contains holes, we must fill in. If it is hilly, we must take down the hills. As a general rule, a level piece of land appeals to children as a good play place. Hills and holes may be used, but only with thoughtful planning and strict reference to climatic conditions in the location involved. Having graded our piece of land, we must next provide a proper service, one suitable for all sorts of plays and games, under varying conditions of weather. Here we find ourselves in great confusion. The committee agrees that a grassy place makes the ideal playground, but no one has discovered a means of retaining the grass under the feet of the thousands of children who use the playgrounds in the modern city or town. We must, then, discard the idea of a grassy playground unless we have at our disposal an area of sixty acres or more in a rural district where the children are not very numerous. In some parts of the country oil has been used in an attempt to produce a satisfactory playground surface. I have not heard, however, of any oily preparation that has given a truly good surface under all conditions of weather. Cinder has been used extensively by school boards, but no one who studies playground problems can recommend it as a satisfactory surface. It is offensive to the bare feet and cuts and tears the flesh of hands and knees in the numerous falls and "spills" that occur in games and plays. The problem of a satisfactory surfacing of playgrounds has not yet been solved, but I believe Chicago leads in successful experiments. The surfacing which we use in Chicago, and which we can recommend to others, is torpedo sand, spread over a sub-soil of clay or loam which has been raked free of stone, bricks or other rubbish. Torpedo sand is a fine gravel, or sand, from which all of the dust has been taken, leaving nothing but little pebbles approximately one-quarter of an inch in diameter. Torpedo sand may be secured from some river bank, lake or sea shore. It may also be secured from inland gravel banks. In the latter case it is usually necessary to pass it through a quarter-inch mesh sieve in order to free it from dirt and dust. Building contractors in any community will be able to supply us with torpedo sand. The cost will be, approximately, \$1.50 per cubic yard.



A SMALL PLAYGROUND IN WASHINGTON, D. C.



HUBBARD SCHOOL PLAYGROUND, CHICAGO, ILL.

A cubic yard will cover about one hundred square yards of playground surface if properly applied. It should be spread over the playground surface at a depth of "one stone deep" and then should be sprinkled and rolled frequently. Such a surface will not only lend itself to comfortable use, but will keep down the dust in dry weather and may be played upon soon after a rainstorm.

H. S. Richards, assistant superintendent of the south side park system, has been carrying on some experiments in our playgrounds which warrant the conviction that an adequate and permanent playground surfacing material has been discovered. In his experiments, Mr. Richards has proceeded as follows:

He excavated carefully with reference to character of sub-soil in an effort to secure good drainage. If sub-soil of sticky clay was discovered, cinders 12 inches deep were first applied to the excavated surface. If a sandy sub-soil was discovered, cinders to the depth of only 4 inches were needed. The cinders were then rolled and packed. Upon the well rolled cinders was placed a layer of stone 2 inches deep, the stones measuring from $\frac{1}{2}$ to $1\frac{1}{4}$ inches in diameter. The stone, like the cinders, was then well rolled. Upon the stone was placed, to a depth of one inch, this mixture:

Cork (pieces $\frac{1}{8}$ to $\frac{1}{4}$ inches in diameter), 16 2-3 per cent by weight; sand, 33 1-3 per cent by weight; stone (pieces 1-6 to 1-8 inches in diameter), 16 2-3 per cent by weight; asphalt, 33 1-3 per cent by weight.

Note.—1.87 pounds of asphalt was used for each square foot.

These ingredients, were thoroughly mixed in a mechanical asphalt-mixing plant such as is used by road builders. The mixture, taken from the mixing plant, was spread and raked evenly and then rolled by a hand roller weighing between 1,500 and 2,000 pounds. After the mixture was well rolled, there was spread over surface a very light covering of sharp sand or crushed granite. The light covering of sand or granite was soon trampled into the mixture or brushed off by the feet of those who used the playground. The cost of the playground surface just described may be stated as \$.60 to \$1.00 per square yard, exclusive of grading and foundation of cinders and stone. The merits of such a surface are these:

It will endure without care for a great many years.

It is perfectly dust and mud proof.

It may be washed with the hose.

Less than any other playground surface will it skin the knees, cut the hands and injure the players in their numerous falls and "spills."

It may be marked readily and permanently for games.

It will not wear out playground balls, basket balls, volley balls and similar apparatus half as rapidly as other playground surfaces.

I have said a great deal about the surfacing of playgrounds because I feel that it is of first importance to present a play area attractive in appearance and inviting use in every manner. Most of our playgrounds today are mud-holes after a rain, and dust piles in a drought, or they are so stony and rough they may be used only for games of torture. Whoever heard of a boy or girl seeking out a mud-hole, dust pile or brick-bat field as a play place? So long as our streets present a more attractive surface upon which to play, we must expect to see these places with their bad environment used more extensively than our playgrounds.

Shade and Drainage.

While we are working out the factors of grading and surfacing, we must provide adequate drainage. The best way to drain a playground is to make the whole area slightly convex, plac-



SUPERVISED PLAYGROUND IN SANTA BARBARA, CAL.

ing the catch basins which carry off the water at the border of the playground. A method which has proved a failure is one where a single catch basin has been placed in the center of the playground and the whole area has been made concave, or saucer-like, in appearance. The whole latter plan does not drain readily and always leaves a puddle about the catch basin in the center. If in the skating zone, a skating pond may be secured by plugging the catch basins and playing water through a hose until it freezes. The old idea that we must flood our playground until we have several inches or a foot or two of water, and allow it to stand until it freezes, should be discarded. The best skating surface can be secured by spraying any given area with the hose when the atmosphere is below the freezing point. By this method solid ice may be built up and the surface renewed every night.

Next, the committee should consider the provision of shade in the playground. This may be provided by the planting of trees, the building of a trellis over which rapidly growing vines may be trained, or the building of a framework of wood or iron over which an awning may be stretched. Shade should be provided most amply where the little children play, especially over their sand courts. If shade and seats are thus provided, you will find that mothers will frequent the playgrounds in great numbers. Shade in the most adequate manner should also be provided for the older girls. Even young girls are thoughtful concerning their complexion and seem unable to endure the direct rays of the sun in the same manner that boys seem able to endure it. Every girls' playground should be provided with a shady nook for quiet games, story telling and rest periods between vigorous activities. Here again I would warn the committee that boys and girls will not seek the hottest and sunniest place in town to play. A few feet of ground in the shade of a building containing a saloon, a shed, stable or workshop containing profane men, provides a more attractive play place than a playground that may have cost several thousands of dollars, but which has been left void of any shady places.

Lighting Playgrounds at Night.

The committee is now in confusion over the question of whether the playground shall be used at night. As a member of the committee I plead the use, the greatest possible use, of the playground at night. Those who study the four-footed animals know that the cubs and kittens come from their lair in the cool of the evening to play. Likewise, the spirits and instincts of children rouse them to maximum

efforts in their play in the evening. The evening is the real playtime for boys and girls of the adolescent period, especially of those who are compelled to work in shops, factories and stores during the day. For several years we have been criticizing the public school officials for not opening their buildings for use at night. It seems to me the same arguments for opening the public schools for various uses at night may be applied to the playgrounds, so let us decide to light our playgrounds that we may use them at night. Let us bring in the wires underground, if possible, so that we shall not have overhead wires and numerous poles to interfere with the games or supply an element of danger. In this connection I wish to call your attention to the wisdom of those who conduct commercialized recreation places. Every moving picture hall, amusement park and cheap theatre makes use of the brilliant electric light to attract the people. Light our playgrounds brilliantly and children and young folks will flock to them just as the bugs and beetles fly to the brilliant light, only with happier results than attend the latter.

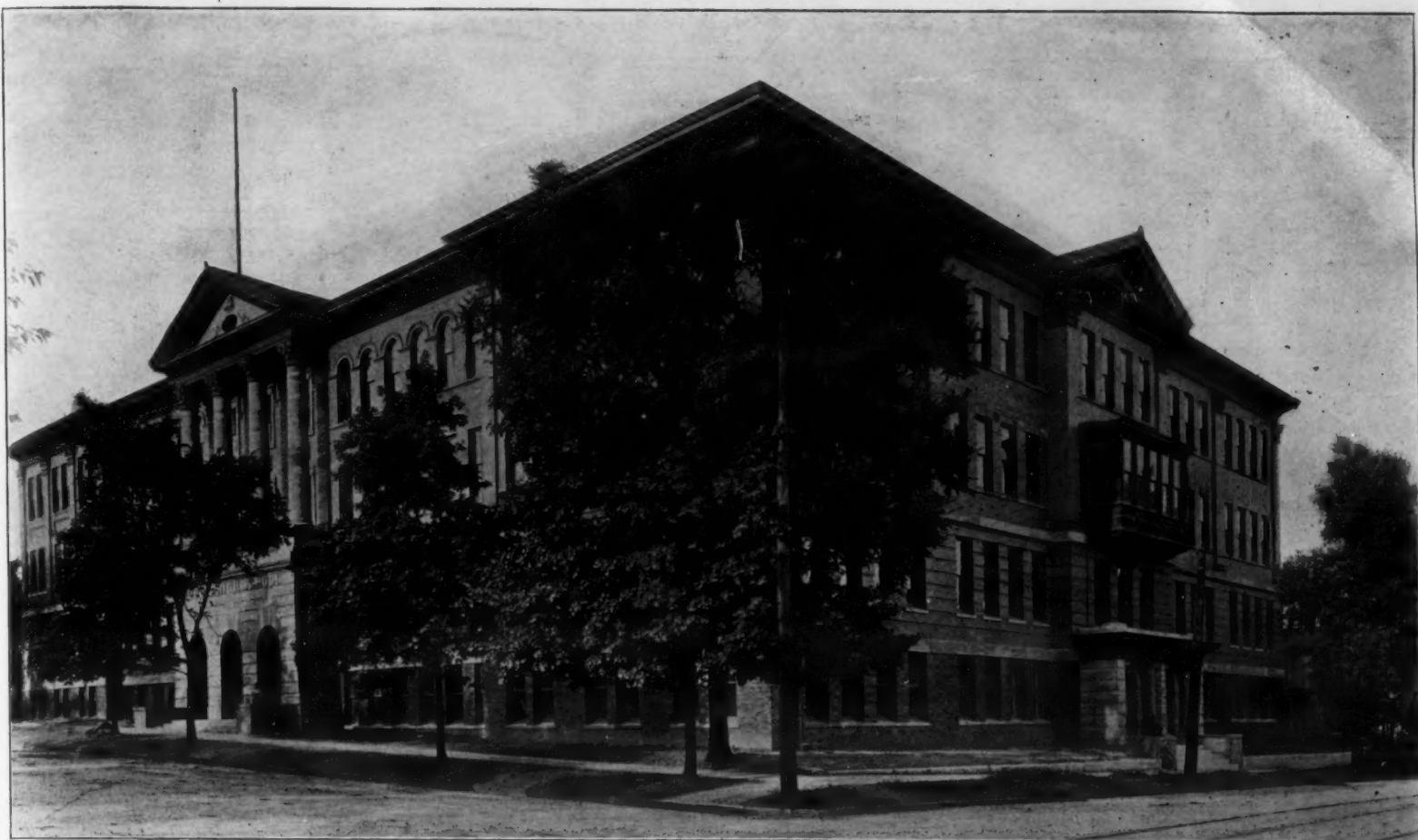
In this connection let us not overlook two very important factors. It is not the little children who find their way into the juvenile court, but rather the boys and girls of twelve, thirteen and fourteen years of age. A playground service for boys and girls of this age is, in my judgment, worth infinitely more than a playground service for little children. I knew of a playground, a thoroughly good one, of small dimensions, but with adequate equipment, that served more than two hundred children each day. Many of the patrons of this playground found their way into the juvenile court as soon as they outgrew its influence. The point I wish to make, with all the emphasis at my command, is that the provision of playgrounds for small children is merely a scratching of the surface of the playground problem. Playgrounds should be provided for little children; but it is of greater importance to provide them for boys and girls with greater capacity for doing good or evil.

(To be concluded in October issue)

It has been said that the smartest boy or girl in school usually becomes a teacher—the system is for teachers, rather than workers. And, that is only too true.

Schools are never one man institutions.

The teachers of today are becoming more and more men and women trained for their positions and devoted to teaching as a life work. Their predecessors, as a type, used the school as a stepping stone into one of the professions.



NEW HIGH SCHOOL BUILDING, DECATUR, ILL., BARKLEY S. BROOKS, ARCHITECT.

Heating and Ventilating High School Buildings at Decatur, Illinois.

By SAMUEL R. LEWIS, Chicago, Ill.

The object of this paper is to outline the scheme of heating and ventilating a new high school building in Decatur, Ill., and the remodeling of the heating and ventilating apparatus in an established high school, together with the scheme followed for supplying both buildings with steam for heating and with electric light and power from a central point. The new building is about five hundred feet distant from the old building, which was formerly heated by ten warm-air furnaces. The ground space for the new building and its surroundings made it desirable to eliminate from it any boiler plant, and the fact that the furnaces in the old building were worn out at the time of the designing of the new building rendered it necessary to install new heating and ventilating apparatus here. The old building is of non-fireproof construction, hence it was proper to remove all fire from within it. The new building was to be completed in the spring of 1911. The old building must be provided with a new plant in the fall of 1909. These considerations prompted the location of the power house adjacent to the old building, especially as coal storage space could be obtained under it, and it would be possible to provide enough capacity to handle the old building through the winter at minimum cost.

It was planned to provide the most efficient and economical type of apparatus known, with ventilation of all rooms up to at least thirty cubic feet of air per minute per pupil, with new sanitary apparatus all of the ventilated type, and power for fan propulsion, lighting and manual training machinery in both buildings. Steam, return and electric conduits were permitted under the streets by special arrangement with the city.

It was decided to install the indirect type of heating, well governed by automatic regulation, as being the most positive and sanitary,

as well as economical. Prominent advantages of this system are:

1. It is ordinarily difficult or impossible to hold school without running the fans and securing ventilation.
2. The pupils in a given room are all subjected to the same temperature and some are not overheated, as they must be when direct radiators are placed in the rooms.
3. The trouble and noise of air valves and steam and water circulation in the radiators are eliminated.

4. The false air circulation by direct radiators destroying diffusion of the fresh air is eliminated.

5. The author has always found the all-indirect plants to be more economical of fuel.

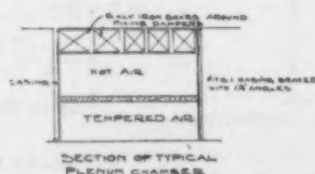
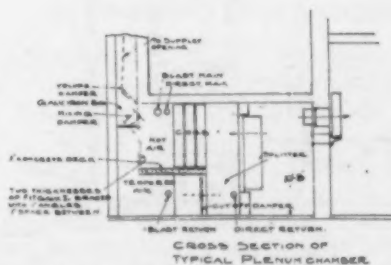
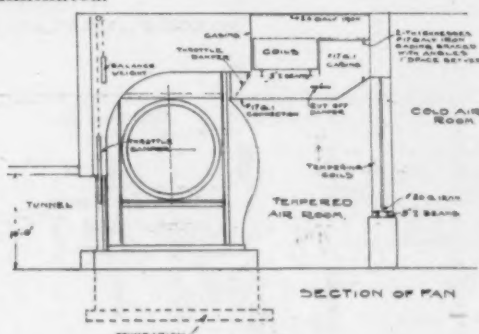
The following data may be of interest:

Chicago—Five schools, with both indirect and direct heating all of about the same size, averaged per cubic foot of space heated and ventilated per season, 1.11 lb. of coal. Five other schools of approximately the same size, burning the same kind of coal in the same sort of boilers, but having entirely indirect heating, averaged per cubic foot of space heated and ventilated per season only 0.67 lb. of coal.

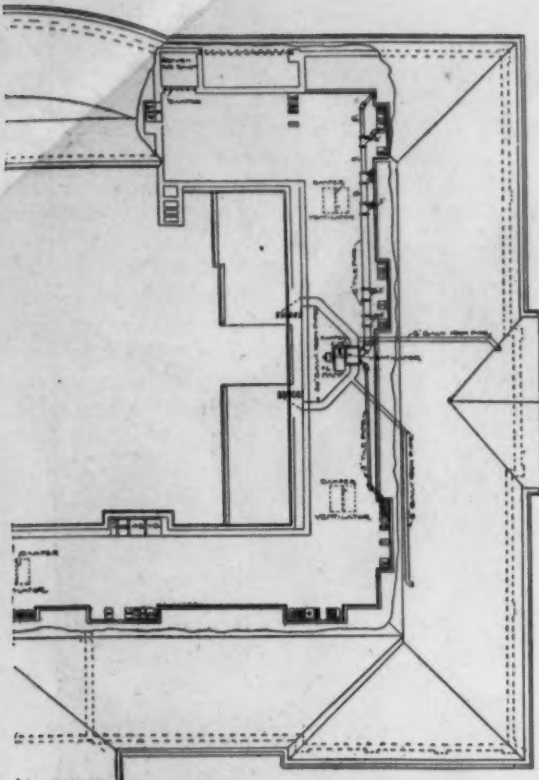
Kansas City—The manual training high school having both indirect and direct heating cost in fuel, for the year 1909-10, per cubic foot of space heated and ventilated 0.273 cent. The Westport high school, having entirely indirect heating, cost in fuel for the same year per cubic foot of space heated and ventilated 0.124 cent. Both buildings burn oil in similar boilers.

In the Decatur plant direct radiation is used in all toilets, offices, corridors or rooms with plumbing which might be injured by excessive cold. The advantage of having direct radiation in classrooms is that it tends to keep them warm when the fans are not in operation, provided they are furnished with steam. At Decatur the buildings were arranged in such a manner that it was possible to group the indirect radiation in small chambers near the banks of flues, and thus by gravity air circulation keep the rooms reasonably warm without any direct radiation when the fans were not in operation. This has proved in practice to work out with remarkable success.

The boiler house is a fireproof building, containing three high-pressure horizontal tubular boilers of 450 rated horse power, with standard equipment for bituminous coal. In a room ad-



Details of Apparatus in New Decatur High School.



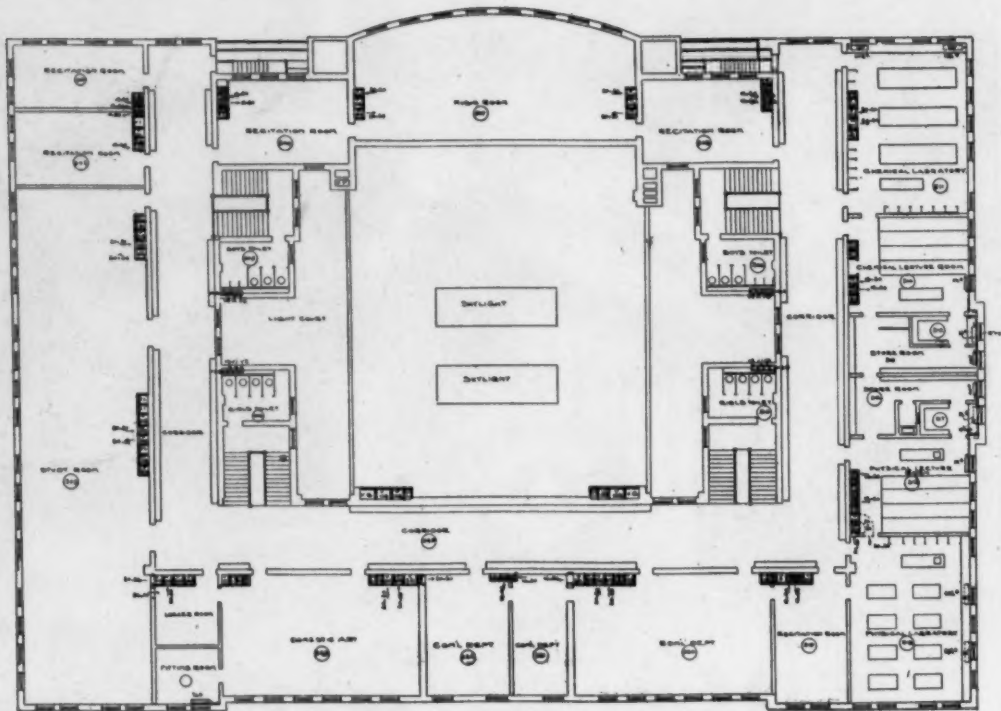
HALF OF ATTIC PLAN, NEW DECATUR HIGH SCHOOL.

joining the boilers are located the feed-water heater, boiler feed pumps, all main operating valves, pressure regulator, etc., and two horizontal turbine-generators, with the accompanying switchboards. The distribution lines for steam, compressed air and electricity center in this room. The generators are for 250 volt direct current, and one is of 75 kw., the other 50 kw. capacity. Together they have ample power to carry all of the lights and power in both buildings at one time. In actual practice, however, the peak load never has overtaxed the smaller machine.

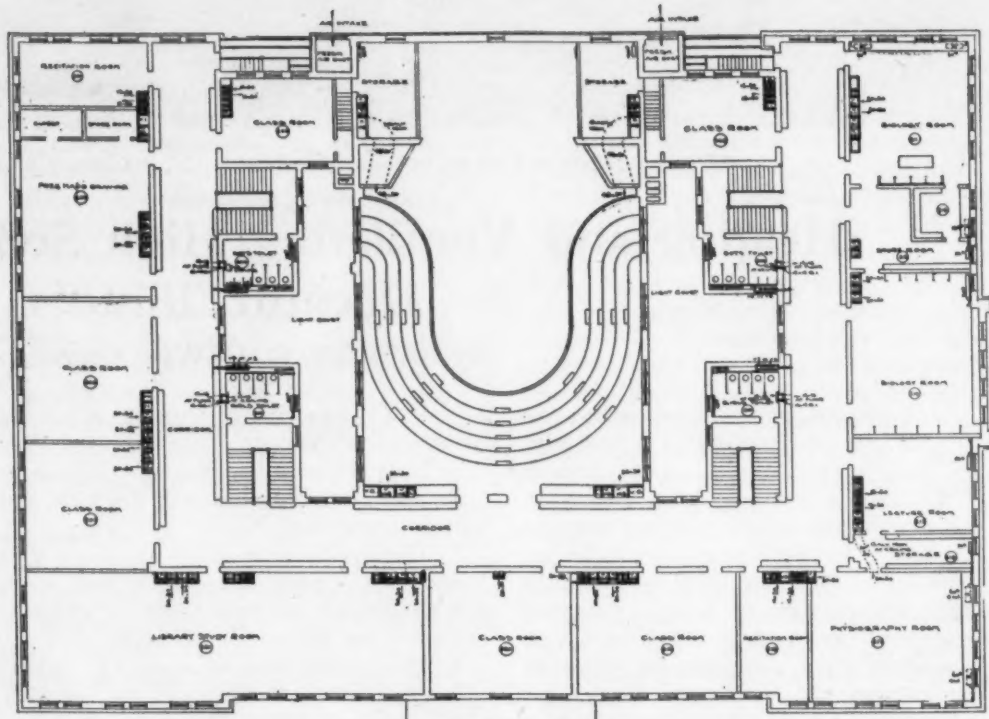
It is admitted that the turbines are not as economical of steam as would be reciprocating engines, but the fact that the plant is in service practically at no time when heat also is not required, and that therefore the electricity is practically a by-product disposes of this argument. The turbines are practically noiseless, have a very long life, require no internal lubrication, thus relieving the boilers of oil, and they occupy very little space. The feed water heater is of only 150 horse power, being merely to purify the makeup water, or to supply one boiler when exhausting to the atmosphere in warm weather, when the plant might be in operation for power or lighting.

To the old building are run a 7 inch steam line and a 2½ inch wet return. To the new building in a common trench, running about 650 feet and from 4 to 12 feet underground, are carried a 10 inch steam and a 4 inch wet return, in tin-lined Wyckoff insulation, and a four-part vitrified tile electric conduit, as shown. The main to the new building pitches upward from boiler house, and as it is below the receiver the condensation in it is raised to the receiver by a tilting trap. Proper expansion joints and anchorage are inserted, the former accessible in brick man-holes.

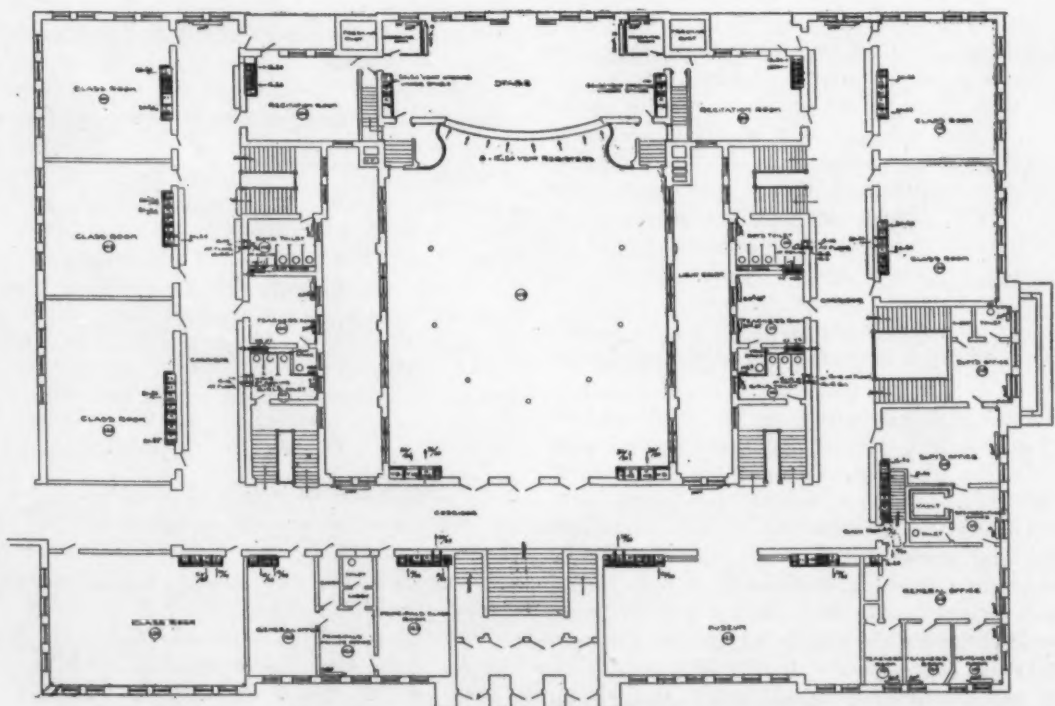
In the old high school the supply fan is a special Sirocco wheel driven by a belted 15 horse power motor, delivering tempered air to horizontally placed reheating coils in plenum chambers directly at the bases of the flues. Fresh air is drawn from the second-story level. All toilet rooms have special closets, with large rear local vent openings, and all urinals are locally vented, being connected by metal ducts with an exhaust fan, which is driven by a direct connected 2½ horse power motor. New flues of tile supplement the old flues and in the attic are placed



THIRD FLOOR PLAN, NEW DECATUR HIGH SCHOOL.



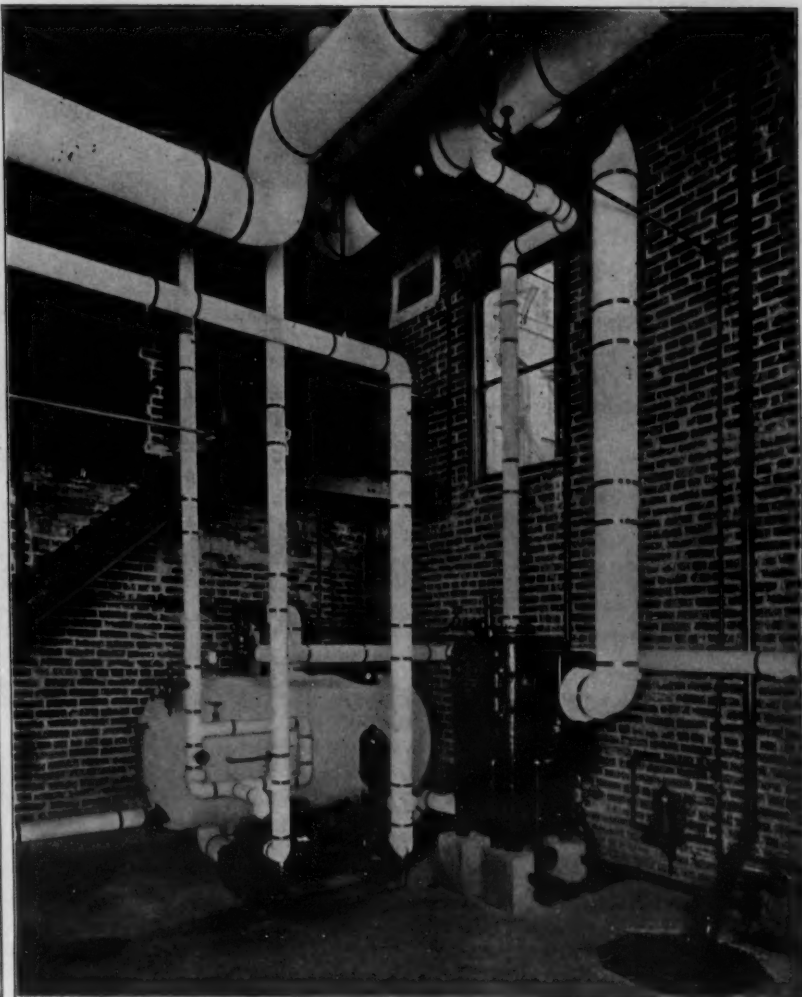
SECOND FLOOR PLAN, NEW DECATUR HIGH SCHOOL.



MAIN FLOOR PLAN, NEW DECATUR HIGH SCHOOL.



STEAM TURBINES AND PIPING IN DECATUR HIGH SCHOOL POWER HOUSE.



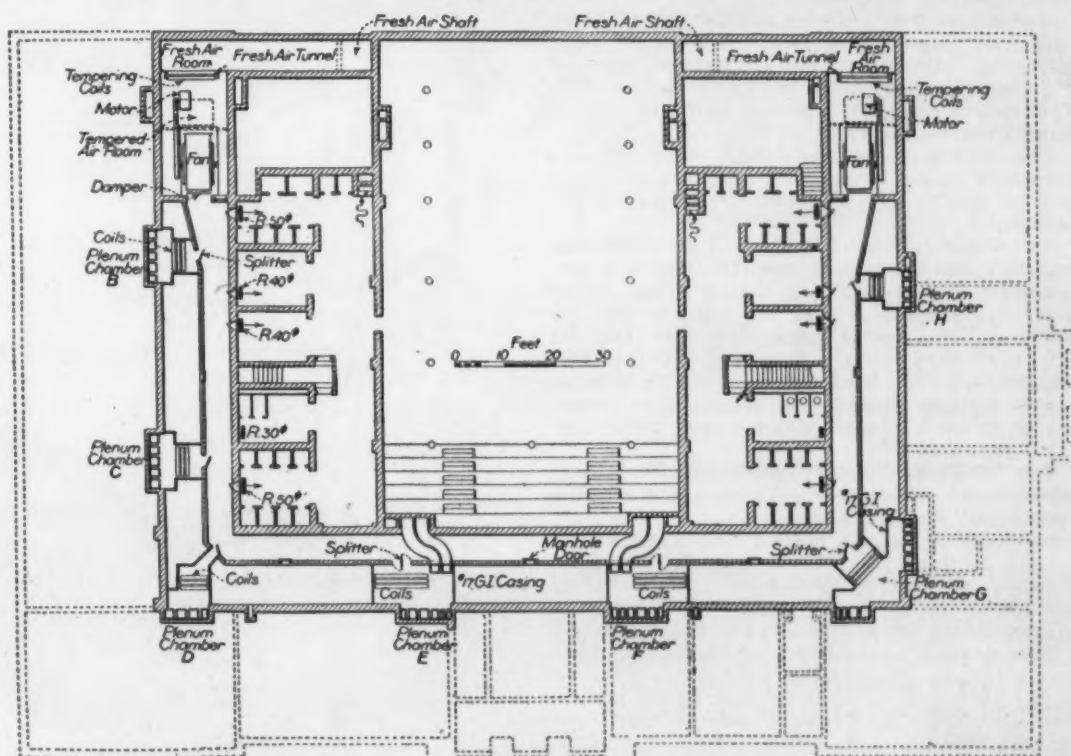
AUXILIARY APPARATUS AND PIPING IN POWER HOUSE.

cut off dampers in all vent flues for shutting off the ventilation when the building is not occupied. This is effected by compressed air from the engine room.

All classrooms have automatic temperature regulation, the thermostats gradually moving mixing dampers in the plenum chambers without curtailing the volume of air, merely changing its temperature as required. Cumulative devices are installed, by means of which the power of the entire plant finally goes to the slowest room to reach 70 deg. when warming the building in the morning. On all side walls air supply openings are placed adjustable diffusers, by which the air currents may be deflected to any part of each room. There are no vent screens or registers in the new building, the ventilation outlet being finished as far as visible like the rooms, and thus they are swept out every day, preventing the unsightly accumulation of dust, chalk, and paper common when screens are used.

The old high school building has an air delivery of 43,000 cubic feet of air per minute, and about 3,600 square feet of indirect radiation. The air blown into the corridors finds its way out through the toilet rooms, through the locally vented fixtures, and thus there is always a greater air pressure in the former than in the latter, effectually preventing odors from the toilets anywhere in the building. The toilet ventilation is entirely separate from the room ventilation.

The new high school was naturally an easier and more symmetrical problem, but the description of the apparatus in the old building will very nearly suffice for the new one. The fresh air is drawn from the second floor level, tempered and delivered by the fans into a tunnel which extends under the center of the corridors, around three sides of the building. In this tunnel are nine groups of reheated coils and all of the piping for steam and condensation. The tunnel is of ample size for easy inspection, and can be flushed out with a hose. It is well light-



SUB-BASEMENT PLAN NEW DECATUR HIGH SCHOOL SHOWING VENTILATION SYSTEM.

ed with electricity. It will be noticed that there is very little use of metal duct work. By closing the doors to the various other coils the auditorium or gymnasium may be ventilated or heated by either fan, without affecting the balance of the building. The supply fans are Sirocco wheels in double discharge housings propelled by 20 horse power belted motors. The building receives 120,000 cubic feet of air per minute, and there are about 9,000 square feet of indirect radiation.

Exhaust fans for toilet and chemical table ventilation are placed in the attic. Together they have a capacity of 15,000 cubic feet of air per minute and have 8 horse power in motors. The chemical laboratory ventilation is carried

in vitrified tile pipes, and the fan which handles the fumes is of special corrosion resisting construction. A large, tight foul-air chamber is formed in the roof space, from which the foul air escapes through ventilators, equipped with compressed air controlled dampers as described for the old building. In both the old and new buildings the foul air chambers in the attic may be thrown in connection with the fresh air intake flues, thus forming a closed circuit, through which the air may be recirculated over and over positively, and a substantial fuel saving is thus effected when warming the building prior to occupancy.

Each room has in its supply flue a volume damper, operated from the back of the diffuser

The locker and shower rooms in the sub-basement of the new building and all corridors have both direct radiation and air supply from the indirect system. Whenever possible the air is delivered through or against the direct radiation, thus increasing its efficiency about three times and preventing local circulation.

The new high school building at Decatur, Ill., is an imposing structure in semi-classical design of the Corinthian order. The exterior is of brick and stone and the roof is tile. The first story is of a glazed dark brown brick and the second and third stories are of a lighter brown, carrying a tinge of yellow. The pilasters of the second and third stories are carried up in the same shade of brown as the first story and the terra cotta capitals match this shade of brick. The main entrances and the trimming of the building are of variegated Raindrop stone. The cornices are of copper and the roof is olive green tile.

The sub-basement contains the heating and ventilating apparatus and the main floor of the gymnasium, together with dressing rooms and shower baths. On the main floor are located a large museum, offices of the board of education and superintendent of schools, offices of the principal and eight class and recitation rooms. The main floor of the assembly hall is also on this floor.

The second floor contains a large library, study room, six class rooms, two recitation rooms, a biological laboratory and recitation rooms, a physiography room with lecture room connected. The galleries of the assembly hall may be entered from this floor.

The third floor contains a large study hall, five recitation rooms, a domestic art room, the commercial department, chemical and physical laboratories.

All of the interior floors of all corridors and hallways and the rooms over the stage and connecting with the stage on the first and second floors are fireproof. They are built of tile and concrete. The rooms connecting with the fire escapes on each side are also treated in the same manner, so that all of the exits of the building are thoroughly protected. All of the stairways are made of iron with white maple treads and oak hand rails.

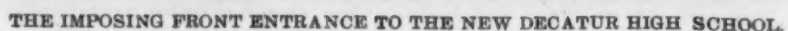
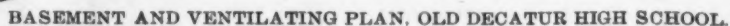
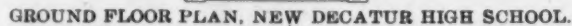
The woodwork in the superintendent's offices, school board offices, principal's room and museum are of oak, finished in Early English style with three coats of varnish rubbed dull. The assembly hall is finished in birch stained mahogany. The sub-basement is finished in cypress and the balance of the building is finished in light golden oak.

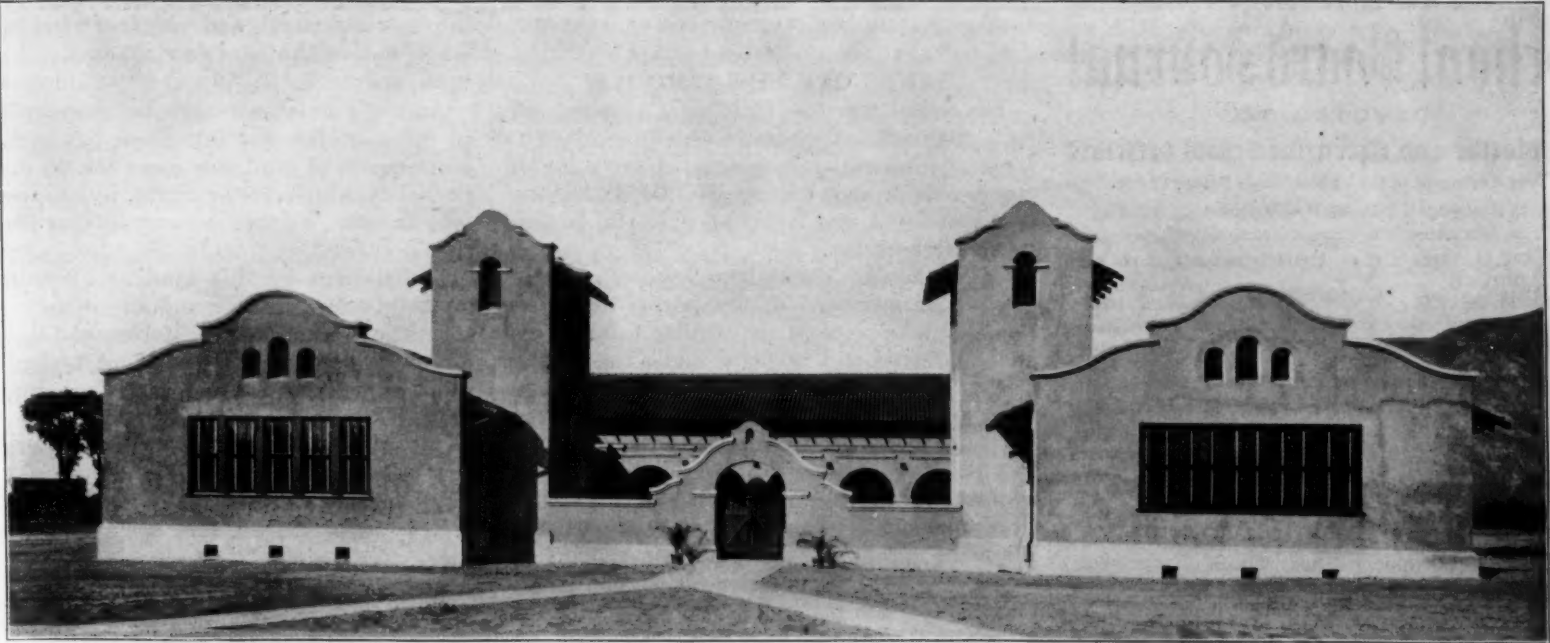
The building is planned to accommodate 1,000 pupils, taking one of four or five courses of study, including college preparatory, scientific, manual training or domestic science, and commercial courses.

The manual training department is figured to take care of thirty-six each period and the domestic science rooms will accommodate classes of twenty-four. The assembly hall will seat 1,000 persons.

The total cost of the building, with equipment, will be approximately \$250,000. The cost per cubic foot, less fixtures, amounts to about fifteen cents. The architect is Mr. Barkley S. Brooks, Decatur, Ill.

State Superintendent C. G. Schulz has recently prepared an abstract of the chief provisions of laws passed by the last legislature affecting the public schools of Minnesota. The most important act passed makes a grant of \$100,000 during the next two years to offset the interest taxation of state lands in school districts where they are located. The law provides that the school district shall receive an amount equivalent to five cents an acre for all lands located within their territory with the restriction that not more than \$250 shall be paid for each public school in a given district.





HIGH SCHOOL, SAN JACINTO, CAL.
F. S. Allen, Architect, Los Angeles.

A SMALL MISSION HIGH SCHOOL.

The new high school at San Jacinto, Cal., is a delightful example of the mission style of architecture which has been applied to school buildings nowhere with such splendid effect as in California. The building serves a suburban community with complete high school facilities for a maximum of two hundred students.

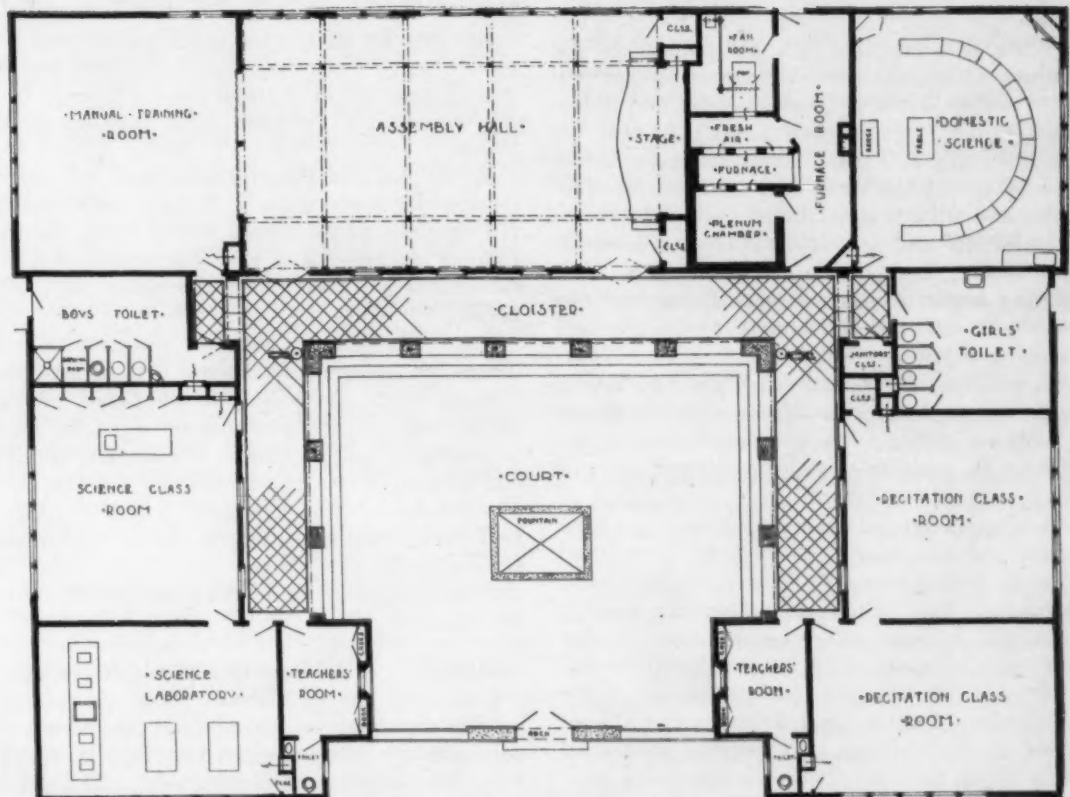
Following the usual style of mission structures the building forms three sides of a covered cloister, surrounding a cement paved patio with a fountain. The walls are of frame construction, sheathed and furred and finished with pebble-dashed cement over expanded metal lath. The roof is covered with Meurer's metal mission tiling.

The largest room in the building is the assembly hall which measures 52 by 30 feet and seats 350 people. Every detail of the finish in the room is carried out after the mission style in Siamese teak wood.

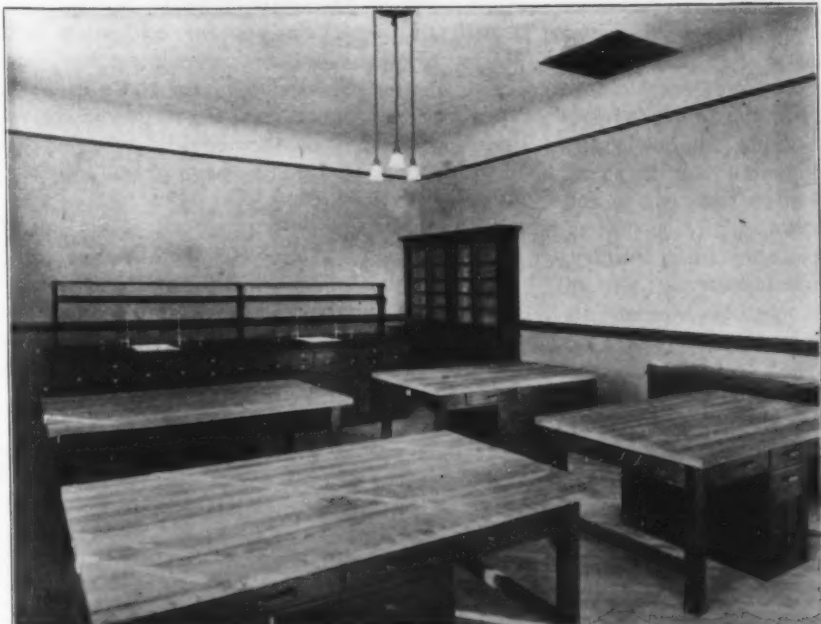
The science laboratory measures 28 by 20 feet in size and has a complete outfit of tables for physics and chemistry, and a cupboard for storing instruments and materials. The science classroom is fitted with tablet arm chairs and has a large amount of enclosed shelfroom for the instructor's use. It is 24 by 26 feet in size.

The manual training room measures 26 by 28 feet 6 inches and has a ceiling 16½ feet high.

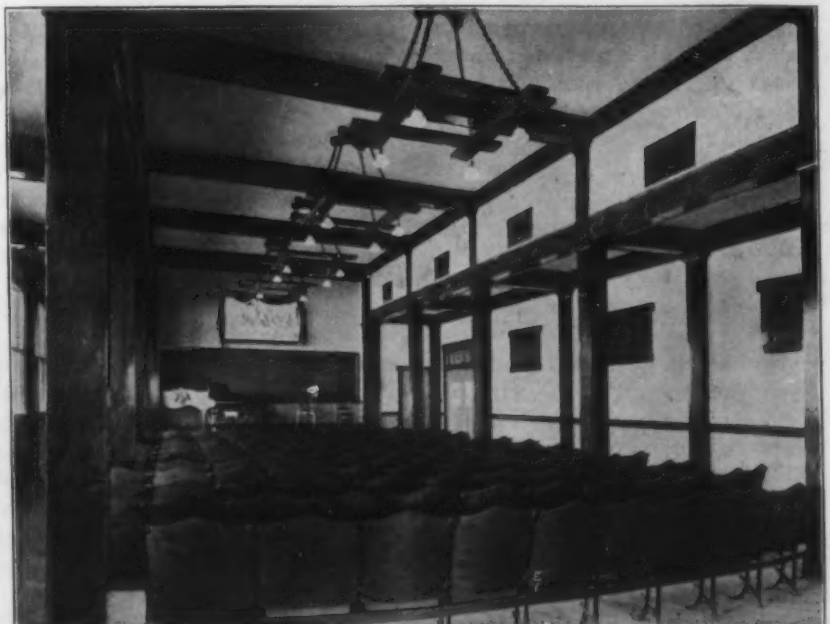
(Concluded on page 33)



FLOOR PLAN, SAN JACINTO HIGH SCHOOL.



CHEMICAL LABORATORY



ASSEMBLY ROOM

THE AMERICAN School Board Journal

DEVOTED TO

Legislative and Executive School Officials

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FARMING IN THE HIGH SCHOOL.

Of the practical studies which have been added to the high school curriculum in late years none appears to be of greater value and of more immediate importance to a large proportion of male students than agriculture. And few branches, indeed, have taken such hold and have aroused such interest in a brief period of time.

While it is true that in a few generations the United States has developed from an agricultural people into a great commercial and industrial nation, we need now more than ever before, to study and teach better and more intensive tillage of the soil. For how are our factories and mills to continue preparing the necessities of life and how is commerce to continue distributing them, if the land which is, after all, the source of the greatest amount of our wealth, is not made still more productive and its energies are not conserved.

In a sense, the school holds the key to the situation, because upon the training which the schools are giving today will largely depend the success, in a material and intellectual way, of the farmer of the future.

It is quite natural that agriculture as a high school subject should at first be introduced only in such schools as have a strictly rural patronage. But, of late, an interesting development has become noticeable in that smaller cities and villages, which depend for their stability and growth upon the prosperity of the surrounding farming and dairy interests, have taken up agriculture as a serious vocational study which the boys should be interested in.

Without entering upon a discussion of the cultural value of education in farming it may be said that the subject has shown itself admirably adapted for giving boys the power of definite and exact thinking and for developing habits of close observation and the faculty of reasoning from effects to causes. Teachers of other branches have observed that agricultural subjects attract certain boys and exert a powerful influence upon all for purposeful, efficient work in the school, and afterwards in the ordinary avocations of life. Even with poorly adapted and vague textbooks, insufficiently prepared and inexperienced teachers, agriculture has been a complete success as a high school study.

Taking the training value of agriculture into consideration, together with its economic necessity in holding our rural population in the country, it appears that every effort should be made to introduce and promote it in the schools. The high schools in the small cities, particularly such as have a suburban and a country patronage, should consider agriculture with much earnestness. The school boards, upon whom will depend initiative and the creation of a healthy public sentiment, should particularly study the needs and possibilities of their com-

munities so that the opportunities for agricultural education be not overlooked or delayed.

HANDS OFF THE SCHOOLS!

The school board at Reading, Pa., which despite the inefficiency that is usually ascribed to large administrative bodies, has been a highly conscientious and progressive board, has recently declared that it will, henceforth, be partisan in character.

Under the new Pennsylvania school code the election of members of city boards of education will take place at the regular fall election and candidates will be listed under the regular party tickets. Since the code fixes the membership of boards at nine, the old bi-partisan character of the bodies cannot be preserved, unless the factors interested can agree upon a man to hold the odd membership in a non-partisan manner. The men closest to educational affairs in Reading made a strenuous effort to secure a non-partisan organization but failed because the political parties were determined to fight.

School people in Pennsylvania have interpreted the action of the Reading board as boding ill for urban schools in the state. If the lead of Reading is followed it will inevitably occur that the party machinery will control the school boards. The personnel of school boards will be reduced in character and efficiency and the schools will become mere political playthings.

While the new Pennsylvania code has many meritorious features in it, it fails utterly when the elections of the school boards is set for the regular election days and the nomination of candidates is placed under the control of party leaders.

Pennsylvania's progressive citizenship, which demanded the new code, must rise to prevent the passing of the schools into the hands of the politicians. The school boards must be kept non-partisan at all costs. Character, ability and general fitness must guide in the selection of candidates. The new state board of education should not consider its duties performed satisfactorily until it has caused the flaws in the code, as affecting school board elections, to be corrected.

COMMON SENSE SCHOOL CONSTRUCTION.

"The harmonious distribution of costs" is an expressive phrase coined by Louis H. Sullivan, the famous artist-architect. The idea which it conveys is understood by but few builders, and as applied to schoolhouses, is almost wholly unknown to members of boards of education.

An ordinary sense of the fitness of things would seem to dictate that a schoolhouse which has an exterior in a classic style of architecture be built and equipped in all its parts in conformity with its appearance. And, yet, how many buildings are there not which are a sham, where cut stone columns hide weak walls and dangerous floor construction, where a pretentious entrance gives admittance to insanitary, poorly lighted rooms? What sense is there in putting money into frills when such essentials as heating, plumbing, ventilation and lighting have been skimmed? What good will stone columns do in preventing the spread of a conflagration through wooden floors and flimsy stairways? Far better the most plain, even barrack-like building, perfect in sanitary, fire-resisting and educational appointments, to an imposing, artistic sham.

The correct starting point in school construction is the idea that school boards have the sacred duty of providing a safe, hygienic place for giving every child in the district an education. So long as there are children without

classroom space suitable in every way for their intellectual, moral and physical development, school authorities have no right to spend money upon architectural, "ginger-bread" decorations.

And, the buildings must be honest not only in the materials put into them but in the apportionment of the funds spent for the different essentials which go to make up a complete schoolhouse. Neither one nor another necessity should suffer.

If buildings of this kind are put up, the aesthetic sense of the community need not suffer. The most ordinary materials and the plainest construction can be arranged to have that balance of proportion and of outline, that delicacy in style and refinement of detail which architects tell us go to make up good architecture. The "harmonious distribution costs" must be preserved at all hazards.

THE PROPOSED NEW YORK CHARTER.

Mayor Gaynor of New York City and a few officials of his own creation have been busy for several months past defending a proposed revision of the Greater City charter which, if passed, will materially affect the public school system.

The instrument is one of the boldest pieces of pernicious school legislation which has been broached in many years and is contrary in all its main provisions to the American theory in urban school administration, in complete opposition to the best successful forms of school board organization, and in full accord with the evil provisions of lay and political interference in school matters which other cities have eliminated.

Briefly, Mr. Gaynor would put New York schools in charge of a committee of seven appointed members, each to receive \$9,000 per year; the president, \$10,000. This body is to have no independent income fixed by a mill tax on the total valuation but is to be entirely within the power of the city board of estimate and apportionment for its funds. The superintendents and supervisors are to be chosen only from among such members of the teaching staff as have had a number of years experience in the city schools. The power of the superintendents to nominate and appoint teachers and other professional assistants is to be curtailed and lodged largely in the board of education.

We have, repeatedly, argued in these columns for the very opposite to the provisions of the New York charter just enumerated. They are essentially wrong in principle, a complete repudiation of the growing policy of professional administration of the schools, under lay restraint, which has contributed so much to the growth of American popular education. If Mayor Gaynor and his associates have not drawn up the school charter for the purpose of delivering the schools into the hands of the political powers that be, they could devise no more effectual means than they have already written into the measure.

COST AND ECONOMY.

To the school board members who make up the annual budget and go before the people for the money with which to run the schools the ever-increasing cost of education is a source of worry and care. The task of keeping the ordinary expenditures for a year within the limits set by law or by an unfavorably inclined city administration, is a perpetual struggle, that such unusual burdens as added salaries, new buildings, new branches of study, etc., strain to the breaking point.

While many causes have been given for the general increase in the cost of school operation, the following reasons given by Supt. A. B. Poland of Newark, N. J., will be found

to cover very well every essential factor now bearing upon public school education:

1. Better school buildings and equipment.
2. Free textbooks and greater liberality in the purchase of supplies.
3. Enlargement of the field of education to include:
 - a. Physical education, including playgrounds.
 - b. Manual and industrial training.
 - c. Medical inspection.
 - d. Enforcement of compulsory education laws.
 - e. Special classes for defective children.
 - f. Other features, as free lectures to the people, recreation centers, etc.
 - g. Increased number of high schools.
4. Gradual reduction in size of classes.
5. Increased cost of living, making it necessary to pay higher salaries to teachers.
6. Other causes.

"In a discussion of this subject," writes Mr. Poland, "one needs to consider that the nominal cost and the real cost are not always identical, that is to say, the cost may be *nominally* high but *really* low; or, on the other hand, the *nominal* cost may be low but the *real* cost high. The distinction is based upon comparative efficiency, that is, on whether the full value of the expenditure for schools is in fact realized. The cost of schools can easily be kept down by employing cheaper teachers, increasing the number of pupils assigned to each teacher, cutting out evening schools, vacation schools, playgrounds, etc., providing fewer supplies, or, in general, by paring down the cost without paying much, if any, regard to efficiency. The real cost is to be determined not so much by dollars as by results. The highest economy is to be secured through increasing the efficiency of the schools to the point where every dollar expended is made to yield its largest profit.

"Thus, for instance, the manufacturer can better afford to pay \$4 per day to an employe who is earning him \$5 per day than to pay \$3 per day to the same employe if he is earning him *only* \$3 per day. The practical difficulty in education is to determine whether the employer is or is not getting his money's worth. The products of a school system, unlike those of a manufactory, cannot be standardized nor can their true value be readily ascertained.

"Although the cost of education is already high, there are many who believe with ex-President Eliot of Harvard that the cost of the schools must rise to a much higher figure before they can be said to be administered economically. Teachers' salaries are not high as compared to salaries paid in other vocations. Indeed, competition with other vocations is steadily diminishing the number of persons who

wish to become teachers. Few can be found who will say that the schools are too well provided with equipment for teaching; or that unnecessary provision is being made for the health and comfort of pupils and teachers; or that the children are housed in school buildings, whatever the cost, that are too good for them. A saving of cost could be made, also, by increasing the size of classes; but in most instances classes are too large for efficient teaching and should be still further reduced. Again, cost could be reduced by dispensing with supervision; but supervision cannot as a rule be safely dispensed with, nor reduced in amount. In fact, we must depend largely upon supervision to get the maximum profit from the other necessary expenditures that are made. Real economy in administering a school system will be found not in cutting down teachers' salaries, but in:

- a. Paying salaries that will make teachers happy as well as comfortable, and that will thereby enable them to perform a maximum service to their pupils.
- b. Erecting school buildings that conserve the health of pupils and teachers; and that make study and teaching a delight and not a burden.
- c. Providing a sufficient equipment to make teaching productive and learning effective.
- d. Surrounding the school system with an atmosphere that gives life and health and vigor; that inspires joy and hope and energy and ambition.

"And so I might go on almost indefinitely, adding to the list of what makes for the more economical administration of schools. But, the remarkable thing about it all is that economy in education spells expense. And where shall expense stop? I should reply by saying, expense should stop (a) when it ceases to pay, (b) when we can no longer afford it. Exactly the same principles should apply that apply in business of any other kind. A manufacturing plant may be turning out goods at a loss; by doubling the size of the buildings, putting in new equipment and, in general, by incurring large expenditures for improvements the plant may be put on a paying basis. No one believes for a moment that the schools are not on a paying basis. The question is: Are they paying as large a dividend as they should? And, if not: What can be done to increase the dividend? These are questions of vital importance to the welfare of the children."

A number of large cities have established committees or bureaus to study and report on the efficiency and economy with which various branches of the municipal government operate. Why cannot the United States Bureau of Edu-

cation establish a similar committee of experts to study city school systems with a view of determining their efficiency and of suggesting ways and means for improvement? Every sensible school board official would welcome an unbiased survey of the schools.

Ignorance of one's misfortunes is clear gain.—Euripides.

A mugwump is a person educated beyond his intellect.—Horace Porter.

In vain we provide capable teachers and comfortable school rooms and most admirable school books and apparatus for those children who come shivering and sulky in rags and who sit distorted by the gnawing of hunger or suffering from the effects of unwholesome food.—Horace Greeley.

A school is judged by the teachers it has.

You can't beat a young school ma'am for talking shop. Nor, an old one.

The failure to award efficiency in teaching is putting a premium on inefficiency.

The teacher who asks that salaries be graded by the clock rather than by efficiency asks that a premium be placed on inefficiency.

The school man capable of managing a large system is one who subduces his emotions by the exercise of his intellect.

The taxpayers of a community, particularly a small community, need education to a productive educational system quite as much as their children need productive education.

Every school board with reform problems should have a press agent or some system of publicity. If the newspapers of a town are not with them, then they should issue a weekly bulletin and get into the home and to the parents through the school children.

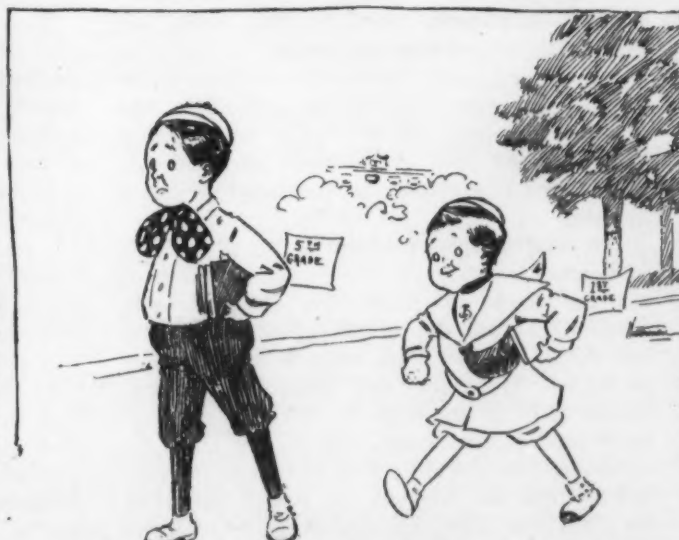
Many a reform falls down through the lack of intelligent publicity.

The opening of the schools in September has a different meaning for each of the persons whom it affects directly. To the teacher it is the taking up of a livelihood with a world of opportunity for the highest kind of service; to the boy and girl it is a resuming of the drudgery of study and the restraint and discipline of the classroom. To the school board member it is apt to mean but little, for his duties and meetings have gone on just the same during the summer vacation.

But it should mean much to the school board member—layman and outsider, though he be. Renewed interest, closer attention to detail, better attendance at committee meetings and occasional visits to the schools should mark the improved character of his official conduct after the September opening of the schools.



The New Baltimore School Board Bell.
Thorndike, Baltimore American



School is Open Again.
Westerman, Columbus, O., Journal



The Keeper of the School Candy Store.
Herbert Johnson, Phila. North American

THE SITUATION IN THE N. E. A. AS SEEN BY PROMINENT LEADERS

Early in August the editor of the School Board Journal addressed a letter to prominent members of the National Education Association asking for opinions on the probable effect of the present controversies in the organization. The letter, which is self-explanatory, and the replies received are reproduced on this page.

DEAR SIR:

The factional fights for the control of the N. E. A., which came to a climax at Boston and were renewed at the recent San Francisco convention, have aroused some discussion as to the future of the organization. It has come to us from several sources, that in the opinion of some prominent educators, the association has passed the highest point of usefulness and prestige, and that it will slowly, but surely decline in membership and influence.

As one of the oldest and most active members of the association we should like to receive from you an expression on "The Future of the N. E. A." for publication in our September issue. We have asked five or six other veteran members for their opinions and expect to publish their letters without comment.

We have absolutely no interest to promote in the present serious situation except the welfare of the N. E. A. as a whole.

Thanking you in anticipation, we remain,
Yours very truly,

WM. GEO. BRUCE, Publisher.

By Carroll G. Pearse—

There seems no present reason to be discouraged as to the future of the N. E. A. The attendance at each of the last two meetings, Boston and San Francisco, was several thousand more than at either Cleveland or Denver, which, owing to unfortunate railroad and other conditions, touched low-water mark for the meetings held since the St. Louis Exposition. This would not seem to indicate a failing interest.

The N. E. A. has never had at any one of its meetings all, or a majority, of the distinguished educational men and women of the country. Private interests and pleasure, foreign travel, employment in summer schools, and other influences have kept, as they will in future keep, large numbers from attending. For the past six or eight years the summer schools have made greater and greater encroachments. But good meetings with good programs have been held, and there are still available and may still be in attendance, hundreds of men and women of real power, who have done things and can tell about what they have done, or who have seen the vision and have a message. Recent meetings, especially, have shown that an abundance of material, in the way of speakers who can instruct and charm, exists, ready to hand among the newer members whose faces and voices have been little in evidence on N. E. A. platforms, as well as among the tried and seasoned leaders.

If all our national educational problems are solved we do not need the N. E. A.; it may very well disband. If, upon the platforms of the association and its departments, the vital educational questions of the hour shall not be discussed; or, if the great body of American teachers shall cease to be interested in those questions and the discussion of them; then the prestige and influence of the association will wane, and its support will fall away. But, so long as new educational problems confront us, or old problems in new forms demand solution; so long as the teachers of the land aspire to excellence and are alert to the conditions which arise; just so long will there be necessary some

organization on whose platform all phases of our educational problems may be presented, and where all the teachers—not merely the members of the educational council, or the superintendents, or the college men—but *all* who are engaged in all departments of education, may sit together, look into the faces of their leaders, and get inspiration and enthusiasm as they hear the vital issues of the day presented by the living voice.

The National Education Association can fill this need better than any other agency which has developed; it has done so for most of the time during a quarter of a century. The association, both on account of its great past and because of its great present and future possibilities, is entitled to the support, and its officers should have the wise counsel, of all the school people of the nation who are interested in the common weal and in the wise solution of our educational problems as they arise to confront us. If this support and this counsel are accorded, there need be little fear that the record of the years of the future will suffer by comparison with the record of years gone by.—CARROLL G. PEARSE, Milwaukee, Wis.

By Mr. A. E. Winship—

It is not easy for me to be a pessimist but if I should prophesy as to the future of the N. E. A., from the tendency of the present, I should be very much in sympathy with those who think that the meeting of the Department of Superintendence is to be the important national educational gathering hereafter, and the summer meeting, when not an excursion success, will be largely a local affair with a distinct political flavor.

But I am not ready to yield my judgment to the signs of the times. While the San Francisco meeting had slight national significance, I am hopeful that the St. Paul meeting will attract the attention of educational leaders from a wide area, and that the "doings" there will command their respect.

I greatly fear that the N. E. A. cannot survive another meeting like those at Boston and San Francisco and retain the attendance of university men, normal school and teachers' college men and women, and the superintendents of cities.

I am of those who have long been squarely opposed to all anti-women sentiment, and because of the long persistent neglect of women in the councils of the N. E. A., I was ready to yield my judgment as to details and rejoice in the one great result of the Boston meeting. But I am not ready to join in a continuance of a "whoop-her-up" policy, with no sensitiveness as to methods, provided the results are gratifying to a few or to several.

The N. E. A. can survive a wholly new dynasty. The present executive committee and board of trustees are as worthy as any that have presided over its destinies and there is nothing in this change of personnel to cause anxiety.

But the business meeting at St. Paul will, undoubtedly, determine for all time whether or not the N. E. A. is to have a significantly honorable future. Coach 400 women on Wednesday evening at St. Paul what to do and when to do it. Thursday noon, mass these women in the body of the hall, let them be manipulated by a master hand, and it will make no difference who are elected or what constitutions and by-laws are adopted. It is not results at St. Paul that will have weight in determining the future of the N. E. A., but it will be "sensitiveness as to methods." The old management

can never be restored. Women will always be in office and will always be on the program—if they can be heard—and the cause of women teachers will always be promoted. This much was settled at Boston.

But whatever is done for women and their interests must be done decently, in an orderly, dignified manner, or few scholarly, educational leaders, men or women, will participate in the affairs of the N. E. A., and they are indispensable to the continuance of an N. E. A. that will have national significance.

I have been in almost constant attendance since 1884 and was in frequent attendance from 1869 to 1884, and I expect to attend the meetings, summer and winter, as long as I am in active life, but it will be a grief not to meet there the representative men and women whom I have met for forty years. I am ready to join all forces in the effort to have a large and representative meeting at St. Paul. If we fail let our conscience be clear as to an honest effort.—A. E. WINSHIP, Editor of the Journal of Education, Boston, Mass.

By J. W. Crabtree—

I predict a very much larger and better N. E. A. before the end of the present decade. The active attendance has been very small compared with what it might have been. The attendance at St. Paul will be larger than it was at Cleveland, Denver, Boston or San Francisco. I shall not be surprised to see the attendance doubled within five years.—J. W. CRABTREE, Lincoln, Neb.

By Robert J. Alely—

Nearly every great institution at some time in its history goes through a period of stress and strain. If it is weak, it breaks and goes to ruin. If it is strong and worthy of life, it comes out of the struggle with renewed strength and with higher purposes.

The National Education Association has an honorable and important history. It has had the whole-souled allegiance and the unstinted service of the greatest educational men and women of this country. Its work and influence has improved every phase of education from the kindergarten to the university. Its whole past proves its worth.

I have such faith in the teachers of America, that I cannot believe their great association will be wrecked, or even permanently injured by the occurrences at the last two annual meetings. I am sure that the victors will be generous and the vanquished will not sulk. If the past is forgotten and the future alone considered, all may unite to make the N. E. A. greater and better than ever. That this will be done, I verily believe.—ROBERT J. ALEY, President of the University of Maine, Orono, Me.

By Frank Fitzpatrick—

Yours in re the N. E. A. is at hand. It will take more than Boston and San Francisco happenings to disrupt the N. E. A. The "old guard crowd" are loyal to the N. E. A. They do not quit because they are lied about, nor because of a reversal of policy. The danger lies in a loss of interest in the rank and file of the association, because of the bitterness displayed and the practicing of political methods of board leaders. After all the talk of so-called leaders and would be leaders in the San Francisco papers, before and during the convention, when that great audience of ten thousand adjourned after the meeting in the Greek Theatre, less than three hundred remained to vote at all the state meetings in the theatre, called to select members of the nominating committee and members of the board of directors. Certainly this indicates that the rank and file have no interest in the questions that were greatly agitating some people at San Francisco. I have

(Concluded on Page 32)

"RICHMOND" Vacuum Cleaning at a Great Saving

In School Houses Already

Provided with Power Plants



"RICHMOND" Diamond Tool

The new diamond tool shown here marks as great an improvement over all other vacuum cleaning tools, as vacuum cleaning itself marks over sweeping and dusting. School houses present the most difficult problems which vacuum cleaning has had to overcome.

A school room with fifty desks has two hundred cast-iron legs screwed to the floor—with nooks and crevices practically unreachable by any ordinary vacuum cleaning tool.

The new **"RICHMOND"** diamond tool with bristle ends—an exclusive **"RICHMOND"** invention—solves this problem for the first time.

Any kind of straight-edge tool will get caught between the legs of the desk. But the diamond tool can never get caught.

You simply shove it at the legs of the desk, and, one way or the other, it will slide off along its diamond edge, the flexible bristles carrying vacuum into every nook and crevice between the legs.

It is strange, but true, that the vacuum does its work to the very end of the last bristle, just as though there were a fixed slot where the bristles are.

The flexible bristles lead the vacuum into crannies into which no solid tool could ever get—and in straight sweeping the effect is the same as if the 13 inch narrow slot tool was used.

No skill nor care is required. The **"RICHMOND"** diamond tool cuts the time and work of cleaning in two.

You can see, by the picture above, that this tool can be jabbed at any obstruction, from any point, at any angle—it will slide off one way or the other, no matter which, and in sliding off the bristles will conform themselves to the obstruction as they go by.

"Collect the Dust--Don't Spread It"

There are a great many School Houses in this country which are provided with some form of ventilating apparatus driven by mechanical means, either gasoline motors or electric motors.

It is entirely feasible to connect a **"RICHMOND"** Vacuum Cleaning machine to these motors, and to attach to the machine a system of piping which will enable the school to be cleaned by means of vacuum.

As you can readily appreciate there will be a considerable saving in the initial cost of installing the plant because of the elimination of the power producing device.

To the schools thus favored in having power producing apparatus in their buildings, we have a very special proposition to make, full particulars of which will be given for the asking.

"RICHMOND" Vacuum Cleaning

Please understand, first, that the makers of **"RICHMOND"** Vacuum Cleaning Systems are wedded to no single type or form of vacuum apparatus.

Different kinds of cleaning require different kinds of systems.

Whatever the requirement is, you will find it in the **"RICHMOND"** line.

Every provedly successful principle is employed.

There is no attempt to make a single principle apply to every need.

"RICHMOND" Systems are manufactured under the protection of the Kenney Basic Patent—and 84 other vital vacuum cleaning patents.

We have in our employ or at our command the foremost engineers in the whole field of vacuum cleaning—the very men who took vacuum cleaning when it was an expensive toy and made it a practical utility.

And the whole purpose of our organization is to offer a wide variety of machines—each machine ensuring the highest efficiency and the greatest economy for some particular need.

The McCrum-Howell Co., Manufacturers of **"RICHMOND"** Vacuum Cleaning systems, is the largest concern in the vacuum cleaning line—a \$7,000,000 corporation with six manufacturing plants. Its vacuum cleaning devices range from portable electric cleaners to mammoth installations supplying vacuum to sixty operators or more at one time. Its engineering department is at all times at the service of architects, engineers and others who are confronted with new or difficult or unusual vacuum cleaning problems.

The McCrum-Howell Co. is the sole licensee for stationary vacuum plants under the basic Kenney patent, and it owns 84 other vital vacuum cleaning patents. For full information regarding either stationary vacuum cleaning plants or portable suction cleaners send in the coupon opposite.

THE McCRUM-HOWELL CO.

Largest Makers of Vacuum Cleaning Systems in the World

"RICHMOND" Vacuum Cleaning Systems (Manufactured and sold under the protection of the Basic Kenney Patent and 84 others); **"RICHMOND"** and **MODEL** Heating Systems; **"RICHMOND"** Bath Tubs, Sinks, Lavatories; **"RICHMOND"** Concealed Transom Lifts, and Case-ment window adjusters.

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41st St. and Park Ave. Rush and Michigan Sts.
SIX MANUFACTURING PLANTS:
One at Norwich, Conn.; Two at Uniontown, Pa.; one at Racine, Wis.; one at Chicago, Ill.; one at Philadelphia, Pa.

SEND information about the advantages and economy of built-in-the-house Vacuum Cleaning for the buildings checked below.

☐ School ☐ Office Building ☐ Theatre
☐ Residence ☐ Library ☐ Public Building
☐ Apartment ☐ Garage 602 ☐ Factory
☐ Hotel ☐ Church ☐ Store

If you are interested in a Portable Cleaner ☐ for household use, check here

Name _____

Address _____

Mail to the McCrum-Howell Co., New York or Chicago

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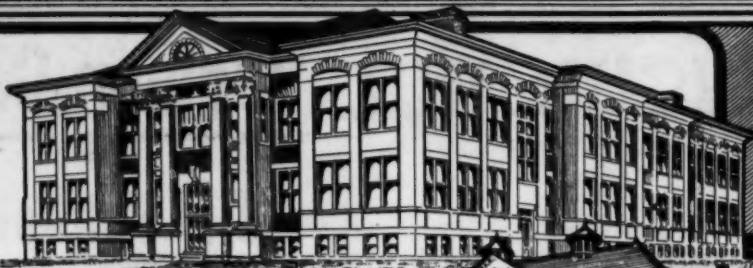
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See that your building is equipped with 2½" pipe at least with 2" openings. Otherwise you can't be sure of having satisfactory air cleaning. Let us give you complete information on the right way to pipe and send our illustrated booklet telling all about the TUEC. Write today.

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EDITOR'S NOTE--

This is the first of two articles on high school by Mr. Lewis. The final installment will take up the Course of Study in the school of the future.

A committee of the Cincinnati school board has recommended that schoolhouses, in the future, be built plainly but substantially, that moneys saved by a reduction in the standard of architectural embellishment, be put into more classrooms.

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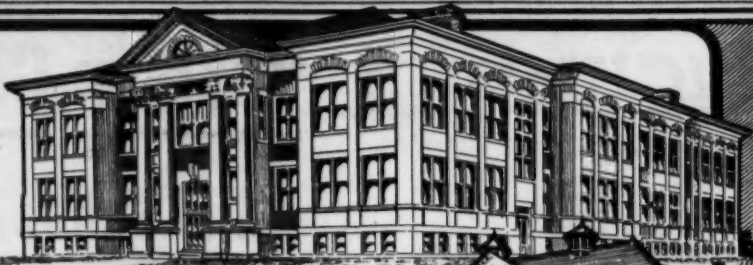
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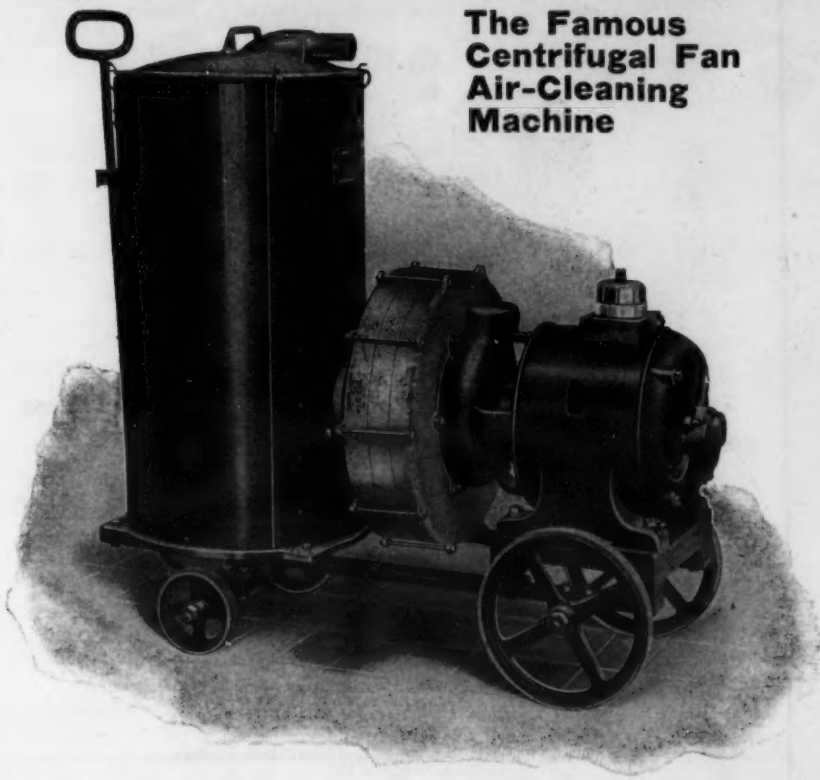
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(Concluded from page 13)

lum means to become a college preparatory school, doomed to gradual extinction in its efforts to compete with the new type of vocational school. If, on the other hand, it utilizes the American faith in education to enable it to meet all the demands of society, it can elevate the whole tone of our national life. May it learn a lesson from "big business" and absorb its competitor, recognize its changed problem, and enlarge its scope so as to meet the demand of the community for a universal democratic education.

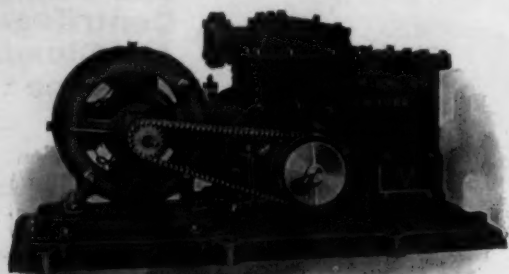
EDITOR'S NOTE--

This is the first of two articles on the high school by Mr. Lewis. The final installment will take up the Course of Study in the high school of the future.

A committee of the Cincinnati school board has recommended that schoolhouses, in the future, be built plainly but substantially, and that moneys saved by a reduction in the present standard of architectural embellishment, be put into more classrooms.

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THE SITUATION IN THE N. E. A.

(Concluded from Page 28)

great respect for the abilities of Mr. Pearce and Miss Haley, but I have never thought of either of them as playing the role of conciliation. In their hands lies the future of the N. E. A. as a national body. I think the prominent and older members of the association will pay Mr. Pearce the compliment of attending the next meeting of the N. E. A. at St. Paul. I apprehend no great difficulty in preparing and arranging such a program as should grace a meeting of the National Education Association.

Will the new administration now announce to the N. E. A. that the invested funds of the association are intact? Will they investigate the secretary's office and report to the N. E. A. that the secretary's office is run properly or improperly? Will they show in other words that they deserve power and responsibility?—FRANK A. FITZPATRICK, Boston, Mass.

By Henry B. Dewey—

The pessimist may wail, and the knocker may prophesy, but the National Education Association will be bigger, better attended and more influential in the days to come than ever before in its history.

The past has been glorious, reflecting credit upon the few who have participated in its manipulations.

The future of the N. E. A. will reflect credit upon the many who co-operate in its management; the base is broader, and the apex will be higher; unity, harmony and co-operation will characterize the association in the future.—HENRY B. DEWEY, State Superintendent of Public Instruction, Olympia, Wash.

A REPORT ON HEALTH IN THE SCHOOLS.

The one hundred and first bulletin of the department of child hygiene of the Russell Sage Foundation, issued several weeks ago, consists of the first comprehensive report of what American school systems are doing for the health of children.

The report covers conditions in 1,038 cities, or nearly 90 per cent of the important American municipalities. It traces the development of medical inspection of schools from its inception in Boston sixteen years ago and gives details as to the army of school physicians, nurses and dentists now employed to safeguard the health of American school children.

An examination of the report reveals the immense progress that has been made in the last decade. Ten years ago the number of American cities having systems of medical inspection was eleven; at the present time it is 443. The first school physicians were employed by Boston in 1894. Now there is an army of nearly 1,500 of them.

The first school nurses were employed by New York nine years ago. Now they number between 400 and 500 and are employed by eighty cities. Sixty-nine cities are regularly employing dentists to care for the teeth of their children.

Marked differences are found between the different states with respect to progress made in providing for medical inspection. Massachusetts and New Jersey stand easily at the head of the list with universal compulsory school medical inspection, while in Vermont, Mississippi, Montana and Idaho the municipalities have not even begun work.

The greatest progress has been made in the far east and far west, the North Atlantic and western states easily outranking those in the

south Atlantic, south central and north central groups.

A large portion of the report is given over to the hygiene of the schoolroom and data are given for the 1,038 cities telling about the use of such modern innovations as individual drinking cups, sanitary fountains, vacuum cleaners and adjustable desks.

The number of cities supplying individual drinking cups is nearly 300, while those having schools equipped with sanitary fountains number almost 800. The figures show that the deadly feather duster is rapidly being banished. More than 60 per cent of the cities use moist cloths for dusting purposes, and nearly 800 use dust absorbing compounds for sweeping. Eighty-nine cities are cleaning their schoolrooms by means of vacuum cleaners.

Contrasted with these evidences of progress are figures showing that 51 cities report that their schoolroom floors are never washed, and 7 that the washing of schoolroom windows is entirely neglected.

In almost 1,000 cities instruction is given in the effects of alcohol and tobacco; 649 have special courses devoted to the prevention and cure of tuberculosis, and 592 give lessons in first aid to the injured.

The tables of the report are so arranged as to give all of the different sorts of information by state divisions, by individual states, and finally for each separate city of the entire 1,038.

Moline, Ill. A general increase of \$3 per month has been granted to all the teachers in the East schools.

Joliet, Ill. The school board has raised the minimum salary of grade teachers from \$375 to \$400 per year. Yearly increases will be \$50 until the maximum of \$800 is reached.

PRACTICAL ENGLISH

By J. W. SEWELL

Superintendent of Grammar Grades in the Public Schools of Nashville, Tennessee.

This text-book provides work in grammar and composition for seventh and eighth grades. The lessons are presented in groups of five each. Two are devoted to grammar and three to composition—oral and written.

Those who are seeking for a book for the grades named will do well to look into the merits of this book before making a selection.

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If you want to ask us questions on teacher's salaries, pensions, textbooks, selection of superintendents, or any of those peculiar questions which need a personal letter, do not hesitate one moment but turn for real help and assistance to our Subscribers' Free Service Department.

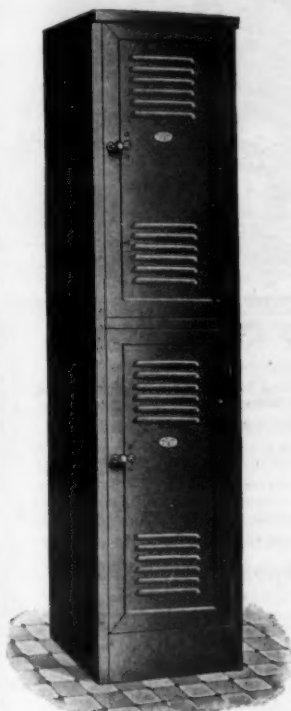
THE AMERICAN

School Board Journal

127-129 Michigan Street

MILWAUKEE, WIS.

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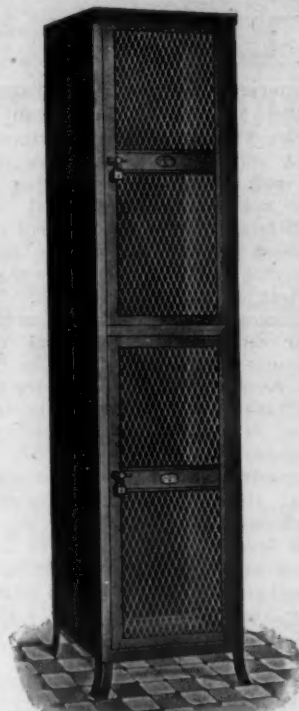
YOU should see our new paneled steel door, half inch deep, with tubular sides and EVERY SEAM INVISIBLY WELDED; no bolts nor rivets in it. This is the most beautiful locker door on the market and exceedingly strong and rigid. Made in styles B and C at no advance in price.

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SEE OUR EXHIBIT AT THE MUNICIPAL EXPOSITION, CHICAGO COLISEUM, SEPT. 18 TO 30.

A SMALL MISSION HIGH SCHOOL.

(Concluded from page 25)

The domestic science room is equipped with a cupboard and a buffet for storing dishes, a gas range and space for eighteen pupils, each with an individual gas burner.

The furnace room is thoroughly fire-proofed and the steel hot-air furnaces and the plenum room are completely enclosed in brick walls. The fan is driven by a gas engine. The heating plant cost, complete, \$2,500.

The boys' and girls' toilet rooms have concrete floors and are equipped with the latest type of plumbing fixtures. The boys' room has a shower for the manual training students. Both rooms have hose connections and floor traps so that they can be flushed out daily. Special ventilation is had by means of motor driven fans in the vent flues.

The classrooms, like the balance of the building have hard plastered walls, hard maple floors and teak wood trim.

The cost of the building was \$27,500. It was designed by Mr. F. S. Allen of Los Angeles.

BUILDING AND FINANCE.

Providence, R. I. Figures compiled by Walter E. Ranger, state commissioner of public schools and secretary of the state board of education, shows that in 10 years the public expenditures for education in this state have increased by \$1,000,000.

The expenditure in 1910, including state and city appropriations, was \$2,830,119. In 1901 it was \$1,846,415. The greater part of the increase comes from the city and town treasuries rather than from that of the state. The state appropriations in 1901 were \$357,707 and in 1910, \$510,147.

Twenty cities and towns having 92.6 per cent of the school population employ professional su-

perintendents and the remaining 18 towns do not. These 18 towns, however, contain only 7.4 per cent of the school children of the state or approximately 7,000.

About 2,300 teachers are employed in the state annually, each of whom has a state certificate. The average salary of all the teachers employed in the state is \$650.

The school board at Peoria, Ill., has recently employed Reeves and Baillie of the same city, as official architects to design and supervise the construction of new buildings. The work is to be done on a percentage basis.

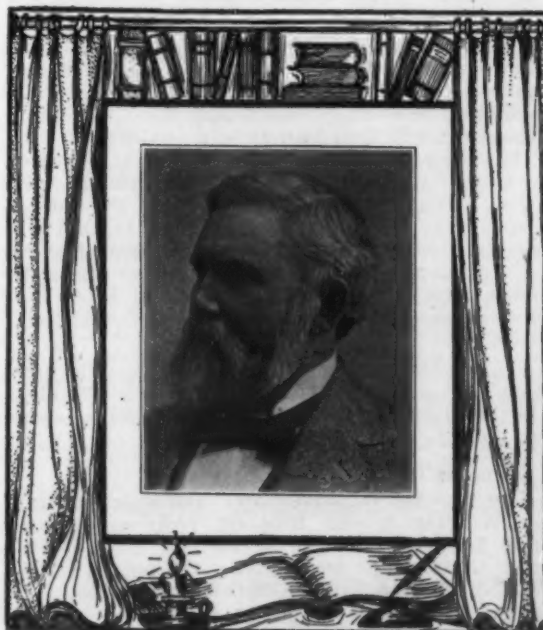
The board of education of New York City

has recently adopted rules for fixing the seating capacity of classrooms in all the public schools. These require that each classroom shall be rated to accommodate one pupil for each fifteen square feet of floor space and each 200 cubic feet of air space.

The superintendent of school buildings is measuring the capacity of every classroom now in use. When his work is completed a card will be fastened to the door of each room stating the capacity of that room. In the record keeping of the board of education the sum of the capacities of all regular classrooms (emergency rooms not counted) will constitute the seating capacity of each school building. The term "sittings" as applied to schools in which vacant seats are found will in the future be discontinued and in place of it the term "seating capacity" will be used. All classrooms in rented premises and any not considered legitimate classrooms, will in the future, be rated as special rooms and will be so recorded by the board.

Schenectady, N. Y. The sum of \$400 has been appropriated for constructing and equipping an open-air school. A class of anæmic children will be admitted in September under the direction of Supt. A. R. Brubacher.

The school board of Mattoon, Ill., has recently announced a definite building policy to be followed in locating and erecting new school-houses. The board believes that large buildings are wholly unsuited for a small city and that they should be gradually replaced by small structures not exceeding eight or ten rooms in size. These latter will require smaller sites, will cost less for maintenance and operation and will make discipline easier. Children will not be forced to go long distances.



ALEXANDER HOGG
of Houston, Tex.

Prominent Southern Schoolman who died in Baltimore,
August 10.

Book Reviews

American History for Grammar Schools.

By Marguerite Stockman Dickson. 531 pp. Price \$1 net. The Macmillan Co., New York.

A setting of the world's situation about 1492 is well given in the opening chapters. Children are not bluntly introduced to Columbus setting sail from Palos with his fleet of three small ships. Indeed, statements of the conditions characteristic of particular periods and sections form a strong feature of the book. Much is told in the numerous maps. Easily notions of geography, war campaigns, territorial expansion, railroad systems, political returns in critical years, natural resources, are told in these maps. The illustrations are of persons, buildings, noted paintings, as well as those showing the industrial resources and development of our country. The appendix contains valuable matter.

At the end of most chapters four lists may be found. The first is of "Things to Remember." The second is of "Things to Read." These references are specific to particular pages of each authority cited. The third is of "Things to Do." The idea that education is the result of giving out as well as taking in is plainly familiar to the author. The fourth is a list of points to be entered in a notebook. Maps, collections of wood cuts, fine but short extracts, descriptions, comparisons between different sections of country, studies of political parties, are some of the points required. These lists are certainly interesting and unusually good. They give point and force to the body of the work.

Barbarian and Noble.

By Marion F. Lansing. Cloth, 183 pages. Price, 40 cents. Ginn & Co., Boston, Mass.

This book is the first of a series of six which will seek to turn to educational advantage the vivid appeal that the mediæval world has for children. It requires but little effort to enthuse boys and girls over the legends and romances of knights and ladies, the wars of kings and nobles and the adventures of explorers, particularly if the stories be true. To trace through such fascinating material the progress of civilization, the development of arts, and learning, of speech and customs, and growth of nations, so that children may have an acquaintance with the history of our people before they first came to America is the splendid purpose of these books.

The present volume takes up the period from the fifth to the beginning of the twelfth century, the intermingling of the wandering barbarians and their transformation into Christian nations. The sixteen stories have each as their central character some great figure such as Drusus, Alaric, Clovis, Rollo the Viking or Richard the Crusader. The language is simple and the tales have a swing and dash well befitting the interesting subjects. The illustrations are composed of beautiful line drawings reproduced from old engravings.

High School Exercises in Grammar.

By Maude M. Frank, DeWitt Clinton High School, New York. 198 pages. Longmans, Green & Co., New York.

A cursory glance leaves the impression that the title is misleading, as the earlier pages seem much like those of an ordinary grammar. But a second glance corrects this false impression. Few high school teachers will not agree with the author in her opinion that the study of English grammar should be continued in the high school, though it should be pursued with great concentration and economy of energy as a development of an earlier course. Too much praise can hardly be given to the large groups of sentences prepared to illustrate the normal forms and constructions of our language. They are short, suitable, and often with a distinct literary quality. There are clear, complete summaries of the functions of essential parts of the sentence; as, the objective and the gerund, often needlessly muddled. It seems slightly singular that the special and idiomatic uses of "it" should have been omitted.

The Teaching of Agriculture in the High School.

By Garland A. Bricker, Ohio State University. 184 pages. The Macmillan Co., New York, Chicago.

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but difficult. The teaching of agriculture in high schools should cover a field between the grades, studying the elementary principles of agriculture and the colleges, investigating problems of agricultural science and practice.

As the place and scope of this study is still rather unsettled, the chapter on the use and development of secondary education in agriculture in the limited states is timely. Much matter worthy of thoughtful consideration appears in the succeeding chapters. It is well argued that the inherent and the economic value of agriculture entitles it to be taught as a separate science and not as an appendage to other sciences. The position that arrangement of material and methods of presentation should be carefully adapted to the transitional stage of development found in high school pupils, is psychological, hence sound. It is the part of wisdom to make fine use of the instinct of activity, of acquisitiveness, the keen desire for self-expression so strong in the period of adolescence. The order of subjects, study of seeds, care of tools, careful forming of plans, study of soils, prompt beginnings in the season's work tend toward the formation of right habits of procedure. Essential equipment for laboratory and field work, aims of laboratory work in a high school, classified exercises in plant studies, an appendix containing lists of text and reference books on agriculture, an index of exceptional minuteness, twenty-nine illuminating illustrations, are other salient features.

The Oregon Trail.

By Francis Parkman. Edited by Clarence W. Vail, Manual Training High School, Brooklyn, 553 pages. Price, \$0.50. Charles E. Merrill Co., New York.

Fresh interest in the personality of Francis Parkman will follow reading the sketch of this exceptionally gifted man. The historical section will help readers to understand the situation in the great but ill-defined Oregon country in 1846. The editor has restored the text as it appeared originally in the Knickerbocker Magazine in 1847-1849, telling us frankly his reasons for not accepting the author's revised edition. When Parkman's literary and historical standards are recalled, the wisdom of this decision may almost be questioned. Twenty pages of helpful notes, topics and questions for study complete the editorial work.

In the Oregon Trail, Parkman follows the Oregon trail with the Indian, listens to his folklore in the wigwam, studies him at close range, learns to describe him truthfully.

Elements of Zoology.

By Charles B. Davenport, Carnegie Institute of Washington and Brooklyn Institute of Arts and Sciences, Cold Spring Harbor, Long Island, and Gertrude C. Davenport. 471 pages. Price, \$1.25. The Macmillan Company, New York.

The authors have succeeded very well in presenting the elements of this vast subject concisely and, at the same time, in an interesting style. The bibliography and the synopsis of the Animal Kingdom will be very useful to the readers.

Physical Geography for Schools.

By Bernard Smith. 190 pages. \$1.10, net. The Macmillan Company, New York.

Mr. Smith's Physical Geography is well written and copiously supplied with beautiful illustrations. The book will, however, probably not take well in American schools, as the illustrations are as much as possible drawn from England and its immediate vicinity.

The Pupils' Arithmetic.

Books three and four. By James C. Byrnes, Julia Richman and John S. Roberts, New York City. Cloth. Price, 35 cents, net, each. The Macmillan Co., New York, Chicago.

These are splendid books extending and emphasizing the features of the earlier books of the set, which have already won a warm welcome from school authorities. Book three contains in addition to a brief review of the fundamental rules, a very good treatment of common fractions and decimals, and a brief treatment of denominate numbers, simple mensuration and an introduction to percentage. Book four very briefly reviews the main subject matter of its immediate predecessor, and then takes up percentage and interest and such other operations of arithmetic as are generally applied in business. The books are both overflowing with exercises and introduce very satisfactorily discussions and expositions of principles. The latter portion of book four is particularly sensible and practical in its treatment of problems that the pupil will be obliged to deal with in everyday life.

Horace Mann Readers.

Third and fourth books. By Walter L. Hervey, Teachers' College, New York, and Melvin Hix, Astoria, New York City. 277 pages. Longmans, Green & Co., New York.

Reading these pages deepens the impression that the art of selection is indeed a fine art. Here the taste and knowledge of experts has culled wise sayings, fables, folk tales, anecdotes and facts about famous men, literature teaching ethics and patriotism, prose and poetry, laden with the breath of out-of-doors—the best thought of many lands. In both books it is urged that attention in reading is to be directed mainly to the thought of what is read. When this is done, new words and long sentences will have no terrors. To attain this end in the Third Reader, word elements already learned are constantly reviewed and new elements (including prefixes, suffixes and common roots) are taught through word-grouping and word-building. The dictionary at the end of the Fourth Reader is an aid in learning pronunciation and meanings of new words. One feature calls out glad surprise. A long selection is often followed by a pithy saying, a short poem or extract, expressing pointedly the same theme. This arrangement adds much force. It is also pleasant to find the full name of the author given after so many selections.

The contents of these readers do not belittle the noble name borne by the series.

Miss Ellen Christian, a pupil of the Duggan School, Waterbury, Conn., wrote the first specimen of penmanship printed below, in eight minutes and ten seconds---**LESS THAN FOUR WORDS A MINUTE.** Miss Christian recently wrote a geography test covering five and one-half pages, and consisting of **SIX HUNDRED AND SIXTY-SEVEN WORDS IN FORTY MINUTES, AVERAGING MORE THAN SIXTEEN WORDS A MINUTE WHILE COMPOSING. EVERY ONE OF THE 667 WORDS IS AS PLAIN AS PRINT.**

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Photo-engraved sections of this geography test by Miss Ellen Christian will be sent upon request. When Miss Christian began the practice of the Palmer Method Writing, she was in the eighth grade, and when her geography test, above referred to, was written, she was in the ninth grade.

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New Geographies.

First Book. By R. S. Tarr and F. M. McMurry. 263 pages, maps and illustrations. Price \$0.65, net. The Macmillan Co., New York, Chicago.

Marked individuality is shown in the first eighty pages. This important subject is approached by considering how food, clothing and shelter are obtained by the people of our own and other countries. In the next section comes some delightful talk, simple but scientific, upon the formation of soil. The contour of land, the work of water are skillfully handled. Since all this is for the use of man, the third section has something to say about industries, commerce, government. Thus the child receives some basal notions which may be applied in studying the peculiarities of any one country. The questions found at the end of chapters require comparison and conclusions; the suggestions often require modeling, drawing, collecting. There are over three hundred maps, diagrams, illustrations. A great number, but each one is related to the text, enlarging and vitalizing its meaning. The full page halftones are beautiful. Appendix I is particularly helpful, as it offers a full and classified list of reference books relating to the topics treated in this geography.

Roof and Meadow.

By Dallas L. Sharp. 159 pp., illustrated. The Century Co., New York.

The first half of the title does not lead the imagination far into the open; still much depends upon the observer. "The windows of a roost five flights up look out over roofs of slate, painted tin and tarry pebbles, into a chimney-fenced plot of sky." An unpromising outlook, one would say. Yet here were seen nighthawks flitting through the smoky dusk, the ever-present English sparrow, the infrequent woodpecker in spring and fall, the mysterious migrations of ducks and geese in the wide reach of sky above the roof. Water is plainly loved, as it is noted that three, sometimes four, tiny patches of the harbor could be seen from this perch. The salty spray-laden breath of the low-lying great salt marshes, the coming-in of the tide, give keen pleasure, while "the snow-white, stirless mist filling the valley, conforming to every bend and stretch of Raccoon Creek" lends a singular charm to a day spent in boating. Frequent mention of the effects of light upon sky and sea, upon reeds, sedges, grasses, disclose a nice sense of color.

Somewhere, somehow, the author has acquired the two virtues he calls very essential; the ability to keep still and to stand still. So from roof and meadow he has been able to see, watch, study birds and buds, has had a whimsically amusing bout with a woodchuck, a stirring one with a

black snake—the dragon of the swale. To him that hath eyes and ears, much shall be given.

Two Latin Plays.

For high schools. By Susan Paxson, Omaha, Neb., high school. 39 pages. Price, \$0.45. Ginn & Co., New York, Boston, Chicago.

Not a very ambitious, but a very useful attempt to popularize the Latin tongue among students, has been successfully accomplished by Miss Paxson, of the Omaha high school. The two plays are not too difficult, and will certainly give encouragement in speaking Latin to those who produce them. The plays have also a certain classic value in that they are illustrative of the customs of the time of Caesar.

How to Make Home and City Beautiful.

By H. D. Hemenway. Cloth, octavo, 104 pages. Price, \$1. Published by the author at Northampton, Mass.

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TEXTBOOK NEWS.

The South Carolina state board of education has completed the list of books to be used during the next five years by the adoption of Setzler's English syntax, Gildersleeve-Lodge Latin grammar and Myers' Medieval and Modern history.

The B. F. Johnson Publishing Company has refused to accept the adoption of its Graded Classics readers for the schools of South Carolina because of an objectionable exchange clause which has been inserted in the contracts by the textbook commission.

Hannibal, Mo., adopted Slaughter & Lennes' plane geometry.

Lawrence, Mass. Adopted Foundation Lessons in English (Sanborn); Nichols' arithmetic (Johnson-Blagden); Woodburn & Moran's United States history (Longmans).

Ansonia, Conn. The school board has adopted the Aldine primer and first reader (Beatty's) and Cranston's Dictation Exercises.

Barnes' Brief Course in Graham Shorthand has been adopted by the Lynn, Mass., public schools. Canton, Ill. Adopted Southworth-Stone arithmetic (Sanborn) and Robbins and Rowe's English.

The Detroit board of education will in the future buy all books used in the high schools and will sell them to the students at cost. The profits of jobbers and dealers will thus be saved.

St. Louis, Mo. The school board has recently adopted Bacon's Im Vaterland (Allyn); Newell's chemistry (Heath); Ashley's American Government (Macmillan).

The St. Louis school board has recently re-adopted Johnston's twelve-inch terrestrial globe, Johnston's political maps (A. J. Nystrom & Co.) and Rand-McNally's physical maps.

The St. Paul, Minn., school board has won in its fight with the American Book Co., in the matter of the change in geography textbooks made last January. The state supreme court, in a decision written by Justice Geo. L. Bunn, July 22, affirmed the decision made some months previously by the district court.

It is held that the statutes governing the actions of trustees of common and independent school districts of Minnesota do not apply to the St. Paul board of school inspectors, the state law being inconsistent with the provisions of the city charter. The St. Paul school board is therefore not bound in its action by the state law providing that textbooks be adopted for a period of not less than three nor more than five years. The supreme court holds that the resolution of the

board adopting textbooks, passed February 14, 1910, does not prevent the board from legally making a change from textbooks adopted at any time such a change was deemed for the best interests of the schools.

The action against the city as an independent school district was brought by Baldwin Schroeder, a taxpayer, who sought to enjoin the city from throwing out Redway's geography, and adopting in its place Tarr and McMurry's geography.

Schroeder's attorneys also raised the point that the change was illegal because the board had failed to report it to the common council. The court holds that this is not necessary, as in purely administrative matters the board is independent.

Worcester, Mass. The following books have been adopted as supplementary reading: Carroll & Brooks' readers (Appleton); Baumbach's Das Habichtsfräulein (Holt); Agriculture for Beginners, Burkitt, Stevens & Hill (Ginn); Bacon's Im Vaterland (Allyn-Bacon).

Harrisburg, Pa. The school board has recently adopted New Education readers, supplementary (A. B. C.); Bacon's German grammar and French course (Allyn & Bacon); Breckenridge's Shop Problems; Sym's French reader (A. B. C.); Brooks' English composition (A. B. C.); Moody, Lovett & Boynton's English and American literature (Scribner).

Freeport, Ill. Adopted Long's English literature, Gulick's physiologies and Aldine second reader.

"English for Italians" is the title of a new work by Edith Waller, just published by Wm. R. Jenkins Company, New York. The book will be of particular interest to teachers of evening classes for foreigners because of the general adaptability of the material and method.

Bloomington, Ill. The Palmer system of penmanship has been introduced in the public schools.

"A Practical Course in Touch Typewriting," by Charles E. Smith, published by Isaac Pitman & Sons, has been officially adopted by the New Haven high schools.

Worcester, Mass. The school committee has recently placed Dodge's, Tarr & McMurry's and Redway's geographies on the book list. Teachers may select any book they prefer.

Reading, Pa. The school board has adopted Hawkes' advanced algebra (Ginn); Frank's grammar for high schools (Longmans-Green); Colton's physiology (Heath); Brownlee's chemistry (Allyn & Bacon); Knapp's Virgil (Scott-Foresman); Johnston's Cicero (Scott-Foresman); Hale's Latin composition (Atkinson).

The legislature of Wisconsin has taken steps to have textbook business of the school authorities investigated. It is particularly desired to make comparisons in the cost of books in the various states, to probe the influence of book publishers in book adoptions and to suggest legislation for remedying evils which may be proven to exist. The appointment of the investigating committee

is the result of an agitation for state textbook uniformity. The bill introduced was defeated by a close margin.

Lowell, Mass. The school committee has adopted, for high school use, Williams & Rogers' Commercial arithmetic. Morey's arithmetic has been added to the authorized list of elementary texts.

Springfield, Ill. The Ettelson law, providing a fixed price for certain textbooks to be used in the public schools of Illinois has been declared unconstitutional by the Supreme court. The court held the law valid in all respects, except the one which provides that bids for furnishing books shall be advertised in one or more newspapers of general circulation published in the district where the books are to be used. The Supreme court held that this was unconstitutional, as there are many districts in the state in which no newspaper of general circulation was published.

The case was brought by Paul E. Palzin, a taxpayer, in the Circuit court of Cook county to restrain the board of education of Chicago and Rand, McNally & Co., from entering into a contract for Rand, McNally & Co., to furnish the city of Chicago with books in violation of the provisions of the law.

Rand, McNally & Co. asserted that it was impossible for them to furnish the books at the prices named in the law and that the law was unreasonable in its classification. The Circuit court of Cook county held in favor of the defendants. The Supreme court affirms this judgment. Judge Carter dissented, holding that the decision of the majority of the court was unreasonable, as in many districts no newspapers were published.

Pierre, S. D. The following books have been selected for the South Dakota Teachers' Reading Circle in 1911-12:

Professional: Advanced Division—Scott's Social Education (Ginn); Elementary Division—Briggs & Coffman's Reading in Public Schools (Row-Peterson).

Cultural: Chubb's Stories of Authors (Sturgis & Walton).

General Reading: Wm. Hawley Smith's Evolution of Dodd (Rand-McNally).

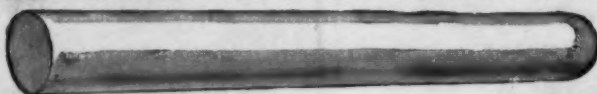
The Colorado Teachers' Reading Circle has selected for the year 1911-12, Ellwood's Sociology and Johnson's What to Do at Recess.

Richmond, Va. The Virginia state board of education has adopted the recent historical work of the late Beverley B. Munford, entitled "Virginia's Attitude Toward Slavery and Secession," as a textbook in first grade high schools.

The Victor Phonograph is now in use in the schools of Milwaukee, Minneapolis, St. Paul, Chicago, Los Angeles, Des Moines, Cedar Rapids, Grand Rapids, Greeley, Colo.; Lewiston, Idaho; Buffalo, N. Y.; Atlanta, Ga.; Washington, D. C.; Houston, Tex., and others. Normal Schools and Colleges—Whitewater, Oshkosh, Milwaukee, in Wisconsin; Cedar Falls, Iowa; Emporia, Kans.; Clark University, University of Illinois, etc., are using them in courses of Musical Appreciation.

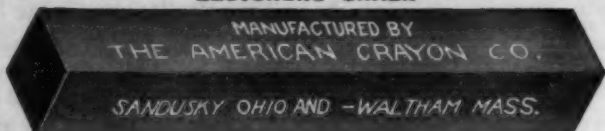
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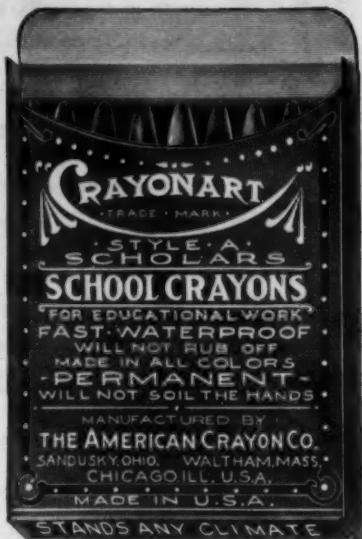
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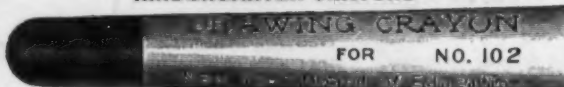
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School Lands and Funds.

The North Carolina constitution (art. 9, sec. 2) providing that the children of the white race and the children of the colored race shall be taught in separate schools, but that there shall be no discrimination in favor of either race is mandatory, so that an act requiring funds to be raised within a school district to be applied exclusively to the white schools and limiting the facilities afforded to the white children would be unconstitutional.—Bonitz v. Trustees of Ahoskie School Dist., N. C.

A high school is "established" within the Kansas laws of 1909 (c. 210), providing that in counties in which high schools have been established and maintained for one year under the provision of Barnes high school law, by a majority of the votes cast on such proposition, such act, as amended, shall be in force and effect, when such high school is brought up to the standard and meets the requirements prescribed in the Barnes high school law, though the school was in existence when such law took effect; the word "establish" meaning to conform or ascertain, fix or settle.—Armstrong v. George, Kan.

School Districts.

The Iowa school law (Supp. Code 1907, sec. 2794a), providing for the establishment of independent districts, is not unconstitutional because no appeal is allowed to the county super-

intendent or to the superintendent of public instruction.—Wallace v. Independent School Dist. of Milford, Dickinson Co., Ia.

The Iowa school law of 1907 (Supp. Code 1907, sec. 2794 a), providing for the establishment of independent districts is constitutional though no notice of the filing of the petition or of the action of the board of directors is necessary thereunder.—Wallace v. Independent School Dist. of Milford, Dickinson Co., Ia.

The decision of arbitrators appointed pursuant to the Missouri revised statutes of 1899 (sec. 9742), providing that such arbitrators with the county school commissioner shall decide upon a proposed change in a school district is not open to collateral attack when the record of the proceeding shows the necessary jurisdictional facts.—School Dist. No. 58 of Pike County v. Chappel, Mo. App.

Where the award of such arbitrators and the county school commissioner recites that in their judgment the change is necessary, and not for the acquisition of territory, such recitals are conclusive on collateral attack; the award being the only record required to be kept by that tribunal.—School Dist. No. 58 of Pike County v. Chappel, Mo. App.

Contracts and Liabilities.

As a general rule it is unlawful for a director to make a contract with the school district in which he has a personal interest. The contract is not in itself tainted with moral turpitude, and is not absolutely void, but voidable.—Smith v. Dandridge, Ark.

Under the New Jersey laws of 1903 (2d Sp. Sess., p. 34, sec. 89), a contract for heating apparatus in a schoolhouse can be entered into by a board of education only when passed upon by the board at a regular meeting, and it cannot delegate this duty to its president and clerk.

—American Heating & Ventilating Co. v. Board of Education of West New York, N. J.

Where a director under voidable contract with the school district to perform services for it fulfills his part of the contract, and the district accepts and retains the benefits therefrom, it will be liable to make just compensation therefor, although the director cannot enforce the contract.—Smith v. Dandridge, Ark.

No valid lien can arise in favor of materialmen or mechanics as against a school building belonging to a municipal corporation and used for a public purpose.—Aetna Indemnity Co. v. Town of Comer, Ga.

School Taxation.

The retention for the Teachers' Retirement Fund of the percentages of salaries of persons holding positions under the school law authorized by New Jersey acts of 1907 (p. 371, sec. 219) is not an exercise of the taxing power of the state.—Allen v. Board of Education of Passaic, N. J. Rep.

Where a college changed its location, and offered its buildings for sale, and let them for a nominal rental, they ceased to be used for educational purposes, and were not exempt from taxation under the constitution, exempting property used for educational purposes.—Board of Trustees of Centenary College v. Hubbs, La.

Mention of the levy of a three-mill school tax in the budget of a parish is requisite and if a school tax is adopted after the original budget has been published, a supplemental budget should be adopted showing the additional amount required.—Howcott v. Smart, La.

Teachers and Principals.

An agreement of a branch principal in the public schools not to claim any increased compensation, if allowed to remain in charge of a school after an increase in its classes entitling her to an increase in compensation, is not

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an agreement against public policy.—Brown v. Board of Education of New York City, N. Y. Sup.

An appointment of one as probationary teacher, made without nomination as required by the Baltimore City Code (secs. 99, 101), upon conditions subjecting her to dismissal without charges preferred as required by the Code if her work during the probationary period is deemed unsatisfactory, is void.—Semmes v. Rowland, Md.

A compliance with all the substantial requirements of the statute is essential to a valid appointment of a teacher.—Semmes v. Rowland, Md.

The plaintiff was a branch principal in charge of a public school in which the number of classes was increased to more than twelve, and the plaintiff voluntarily agreed in writing that if allowed to remain in charge of the school after the increase in the number of classes, she would accept the salary she was then receiving and would make no claim for increase of compensation. Greater New York Charter (Laws 1901 c. 466, sec. 1091) provides that no female branch principal or female principal of an elementary school having not less than twelve classes shall receive less than \$2,500 per annum after ten years of service in said schools. *Held*, that the plaintiff's action for the increased compensation provided by the charter was barred by the agreement.—Brown v. Board of Education of New York City, N. Y. Sup.

Under Greater New York Charter, providing that no female branch principal or female principal of an elementary school having not less than twelve classes shall receive less than \$2,500 per annum after ten years of service in said schools, a female branch principal, who has served ten years, is entitled to the minimum

salary, independently of the number of classes in her school.—Brown v. Board of Education of New York City, N. Y. Sup.

The New Jersey laws of 1907 (p. 374, sec. 221, par. 4), providing that any person appointed as a school teacher on or after January 1, 1908, shall become a member of the Teachers' Retirement Fund by virtue of such appointment, became a part of the contract entered into by a person accepting after such date any position designated in the act (an act to establish a thorough and efficient system of free public schools), by the mere fact of acceptance, and authorizes the deduction and retention for the Teachers' Retirement Fund of the percentage prescribed by the act from the state salary of the incumbent of such position under section 119, authorizing deduction from the monthly salaries of members of the fund of certain amounts.—Allen v. Board of Education of Passaic, N. J. Sup.

The title of the New Jersey School Law of 1903 (P. L. 1903, 2d Sp. Sess., p. 5), "An act to establish a thorough and efficient system of free schools and to provide for the maintenance and management thereof," expresses a single object, and the creation thereby of the "Board of Trustees of Teachers' Retirement Fund" is germane to and one of the products of the act.—Allen v. Board of Education of City of Passaic, N. J. Sup.

Deductions from the monthly salaries of persons holding positions under the school law authorized to form the Teachers' Retirement Fund, do not constitute the taking of property without due process of law; the salary to be paid being the net amount, and not the gross amounts, in computing such deduction.—Allen v. Board of Education of City of Passaic, N. J. Sup.

LEGAL NOTES.

Olympia, Wash. In an official opinion to the state bureau of inspection, Assistant Attorney General Lyle has held that school directors in the state of Washington have no authority in law for expending school funds of any sort for commencement exercises.

In many of the school districts a custom has grown up of renting public halls, making expenditures for decorations, music and, in instances, for speakers on graduation occasions. Mr. Lyle says that this is an absolutely unwarranted and illegal expenditure from school funds and that any school directors who pay out public money for such purposes are liable to criminal prosecution as well as civil.

Topeka, Kans. Every township in the state of Kansas is permitted to establish and maintain a high school under the provision of a law recently enacted.

Upon a petition signed by at least one-third of the qualified voters of any township being presented to the board of any township which has no town or city within its borders, the township board is required by the new law to call a special election to decide the question of locating and establishing a township high school and the voting of bonds for it.

The county superintendent shall have supervision of the township high school the same as he has of other district schools in the county, and such high schools must maintain a course up to the standard prescribed by the state board of education. Pupils residing in a district having a township high school shall be admitted free to such high school, while pupils may also be admitted from other townships, providing the high school can accommodate them, upon the payment of fees. Townships are permitted to make a four mill levy for the support of their high schools.



LANDSCAPE GARDENING EMPLOYED ON GROUNDS OF KEWANEE (ILL.) PUBLIC SCHOOLS.

A representative of the C. B. & Q. Ry., speaking before the Commercial club, of Kewanee, Ill., remarked that one of the most effective ways to boom a city was to make it a place where people would want to make a home and live. He proceeded to show in detail that this was equally as important as to secure a great number of factories and business institutions.

It occurred to those who had to do with the management of the Kewanee public schools that some very plain grounds could be made object lessons for the town, inasmuch as no parks of consequence were in evidence, and only the better class of residence properties had manifested much interest in beautifying the lawns about the homes.

The first efforts came from the schools, by way of money from entertainments, invested in such annuals and perennials as their limited funds could afford. The result was not wholly flattering at first. The janitors did not understand gardening, and, furthermore were not, in some cases, sympathetic with the movement because of the added labor. Many of the geraniums purchased were frozen during the vacations in winter, and probably half of the shrubs perished from improper planting and lack of water the first season. It was not understood that a shrub should be cultivated as carefully as a hill of corn. Every single evergreen—probably twenty in all—died.

The second year more funds were raised by entertainments in the schools and every cent was invested in hardy, flowering shrubs and hedges. These received much better cultivation and a much larger per cent of the plants lived. It was plain, however, that the arrangement was not good, and it was decided to have a landscape gardener called in to direct the planting this year. The board of education was by this time impressed by the improvement in the lawns and the general appearance of the school grounds, and quickly decided to take over the expense of the planting, if a landscape gardener supervised the work and instructed the janitors in the care and cultivation. Five hundred dollars was appropriated for the beautifying of four of the grounds and the services of Mr. W. A. Brandt, a landscape gardener from the University of Illinois, were secured.

Notwithstanding that the present summer has been the driest season in years, the janitors have to a man become so deeply interested in the work that not a half-dozen of the shrubs have been lost.

The shrubs were planted in beds about the outer edges of the grounds and close in about

the buildings, leaving the playground space practically unobstructed. Beds were dug and the soil as carefully prepared and fertilized as for garden vegetables. The beds were soaked with water about every four days and the top soil was kept loose as practiced in dry farming to conserve the moisture.

The results have been gratifying from every point of view. The attitude of the janitors has changed from indifference to interest, and citizens and children have expressed approval emphatically.

Dr. Heaps, the president of the board, says he is more than pleased with the undertaking and that more appropriations will be forthcoming until all the grounds are completed.

AMONG SCHOOL BOARDS.

Bay City, Mich. The school board is considering the purchase of a coal testing outfit with which it is proposed to measure the heating capacity of all fuel purchased. The apparatus is to be installed in the laboratory of the Eastern high school and is to be operated by the instructor and the class.

Grafton, N. D. The school board and the city council have joined in the equipment of a playground for the children of the public schools. A trained director has been employed by the two bodies to supervise the playground during the summer vacation and throughout the school year.

Somerville, Mass. The school board is considering a revision of its committee organization. The following sub-committees are proposed: "1. Committee on school accommodations, to have the duties now performed by the committees on additional school accommodations and repairs.

"2. Finance, to have the duties now performed by the committees on finance, salaries and supplies.

"3. Textbooks and courses of studies, to have the duties now performed by the music committee.

"4. Playgrounds, to have the duties now performed by the committees on vacation schools and playgrounds, medical inspection and hygiene.

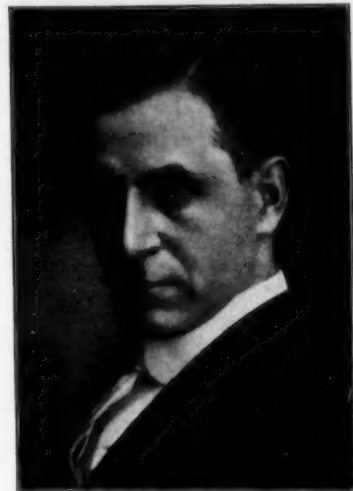
"5. High schools, to have the duties now performed by the committee on private schools.

"6. Industrial education committee, to have the duties now performed by the evening schools.

"7. Rules."

The New York, N. Y., board of education, contrary to the policy of many boards throughout the country, has gone on record as opposed to any legislation designed to prohibit pupils in public schools from belonging to secret societies or fraternities. A resolution was adopted opposing a bill to this end now pending in the legislature. The board took the stand that it has no more right to bar fraternities than it has to regulate other liberties.

The public schools at Lockport, N. Y., are to go back to the slant system of penmanship, as it is claimed that the vertical system is a failure in business.



DR. WARREN T. HEAPS.
President of Board of Education, Kewanee, Ill.

In a communication to the Buffalo board of aldermen regarding a proposal of buying additional land for one of the city schools, which is overcrowded, Supt. Emerson, of the department of public instruction, opposes the plan, saying: "Expert authority is against schools of excessive size. I believe it should be the accepted policy of the city not to assemble more than 2,000 children in any building or contiguous group of buildings. To be sure, New York City has some school buildings four or five stories in height and accommodating 4,000 or 5,000 children, but the conditions are very different in Buffalo. Manhattan Island is solidly built up and land is very costly, while Buffalo is scattered over a large area and there is plenty of available and comparatively inexpensive land."

Tacoma, Wash. Secretary Alfred Lister, of the board of education, estimates that a saving of \$18,000 in interest will be made by withholding the sale of \$400,000 worth of bonds recently voted until the money is actually needed for building operations. Of an issue of \$690,000 only \$290,000 have been sold and the balance will be held until next spring as needed.

A comprehensive campaign for improving the sanitary condition of the schoolhouse basements has been begun in Louisville, Ky. The windows in basements will be enlarged, wherever possible, and a general cleaning up will be ordered. Where the natural lighting cannot be improved, electric lamps will be introduced.

The Chicago board of education has defined the term "secret society:"

"A secret society is a society whose name, constitution, by-laws, ritual, initiation, membership, qualification for membership, insignia of membership, meetings, activities are, or any one of which is, secret or within the knowledge of the members only or intended to be so."

Bowling Green, O. The school board has increased the tuition for non-resident pupils of the high school to \$30 per year, and of the elementary grades to \$18. In determining the raise, the board studied the rates charged in neighboring cities and compiled an interesting table showing some wide variations in tuition.

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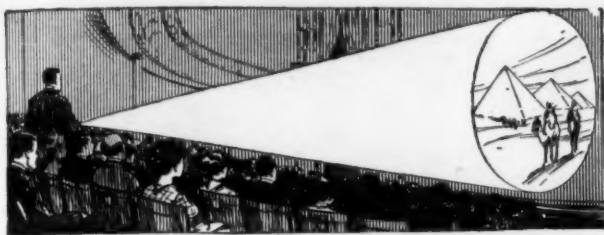
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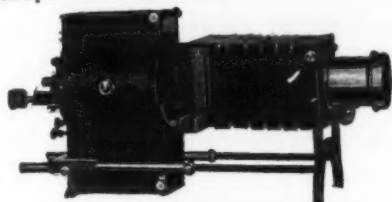


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North Baltimore—High school, \$2.75; fifth to eighth grades, \$2; balance of grades, \$1.50.

Van Wert—High school, \$5; grades, \$1.50.

Wapakoneta—High school, \$3.33; third to eighth grades, \$1.33; first and second grades, 77 cents.

Fremont—High school, \$3; fifth to eighth grades, \$2; balance of grades, \$1.75.

Bowling Green—High school, \$3.33; grades, \$2.

Washington, D. C. Captain James F. Oyster has been elected president of the district board of education for a third term.

Paterson, N. J. The New Jersey state board of education has recently upheld the school board in its rule to pay the teachers' salaries in twelve installments. The state board held that so long as the teachers suffered no reduction thereby it was within the discretion of the board to pay in twelve monthly rather than ten installments. The teachers have engaged an attorney to carry the matter into the courts.

The school board of Minneapolis is considering favorably the erection of an administration building to house the offices of the superintendent and his assistants, of the secretary and of the superintendent of buildings. The structure is to be connected with the Central high school.

The school committee of Salem, Mass., has increased the tuition charged non-resident students of the high school to \$75, approximately the cost to the city.

Pontiac, Mich. The school board has recently passed resolutions that the fraternities and sororities be banished from the local high school. A law enacted by the last legislature will be enforced to the letter.

Findlay, O. Music and drawing have been eliminated from the course of study in the graded schools.

Kansas City, Mo. Nearly 550 children have been enrolled in the summer manual training and domestic science courses conducted for a term of six weeks in the public schools.

The California state board of education has stricken from its rules a clause under which teachers formerly were enabled to require satisfactory cause for absence from class. Heretofore, in all schools, teachers could refuse to accept as an excuse a mere request of the parent to excuse. The teacher could force some reason or cause for a pupil's absence, and failing to get it from a parent, credits could be deducted from the child's record. The new rule applies to high schools, as well as to the elementary schools. Now the mere fact that a parent sends a request to a teacher to excuse the pupil, makes it mandatory for the teacher to excuse him.

Syracuse, N. Y. The board of education and the city administration are joining forces in a movement for increasing the playground facilities of the city. Enlarged grounds are to be provided shortly for five school buildings and others are proposed as soon as funds can be secured.

San Francisco, Cal. To prevent "joy riding"

on the part of employees of the school department, the board has adopted a rule that the automobiles belonging to the schools be used only for official business and that on no account must they be taken outside the city limits.

The Joplin, Mo., board of education has recently adopted resolutions requiring

That written examinations shall apply to all pupils regardless of class standing and that, in the high school, the minimum examination grade for passing shall be 60. The average grade necessary to pass any branch remains at 70, and the average of all branches pursued by any pupil at 75.

Another regulation requires that in the future forty credits shall be required for graduation from the high school, of which four shall be earned in spelling. Vocal music, public speaking, writing and spelling are to be considered minor subjects requiring nine months' study for one point or credit. In effect the rule will give every graduate of the high school four full years of spelling in some form.

Lorain, O. Rule recently passed by the school board requires that all printed matter distributed among pupils in the public schools be submitted to the textbook committee for approval. Temperance literature circulated in the schools in the spring has been found to contain erroneous and objectionable material and the board desired to prevent similar occurrences.

Racine, Wis. After a year's experience the school board has decided to gradually discontinue the plan of renting textbooks to students of the high school. It has been found that books wear so fast that one-half the list price of the same must be charged as rental fee. At the suggestion of the textbook committee books will be sold to students at the wholesale cost price as the present supply is depleted.



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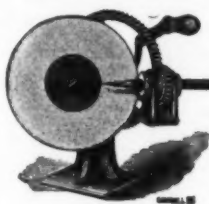
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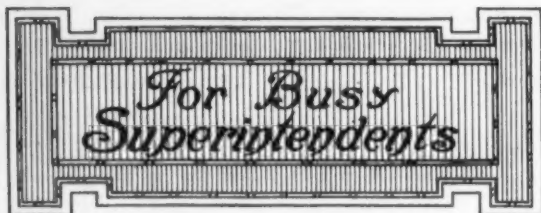
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Mr. Soper Elected.

President Francis A. Soper of the Baltimore City College has been elected superintendent of schools to succeed James H. Van Sickle. Mr. Soper in accepting the position will have the difficult task of bringing order out of a chaos which has resulted from several years of warfare between the school board, the teaching corps and the late superintendent. It is stated by prominent Baltimoreans that Mr. Soper is well qualified to attempt this difficult work.

Mr. Soper was born in Baltimore county in 1849 and received his education at the Maryland Agricultural College. Upon graduation in 1874 he became professor of mathematics in his Alma Mater.

He was for a time principal of Grammar School No. 12 in Baltimore and later held a professorship in the city college. Since 1890 he has been president of the institution, which has had a remarkable growth in prestige and usefulness during his term of office.

To Standardize Certificates.

A conference of the state superintendents of public instruction of all the states in the union has been called for October 18, 19 and 20 at Topeka, Kans., for the purpose of establishing reciprocal relations and adopting a common standard for life teaching certificates.

It was decided at the meeting of the National Education Association, held at San Francisco in July, to hold the conference in Topeka this year. The first meeting of the kind was at Lincoln two years ago. Last year's meeting was held at Salt Lake City. This year's call has been extended to every superintendent in the United States. At this time eight states have reciprocity relations with regard to life certi-

ates. They are Iowa, Nebraska, New York, Pennsylvania, Kansas, South Dakota and Virginia, though there are others which have limited reciprocal relations. Educators in the middle west have been urging a common standard for a long time.

BUSY SUPERINTENDENTS.

Mr. C. E. Evans, general agent of the "Conference for Education in Texas," has resigned to become president of the Southwestern Texas Normal School. Mr. Evans has been succeeded by Mr. R. Lee Clark of Anson, Tex., one of the best-known of the younger schoolmen of the state. Mr. Clark has had wide experience as an instructor and superintendent and should achieve a brilliant success with the "Conference."

Alliance, O. The school board has established a pedagogical library in the office of the superintendent of schools.

Waterloo, Ia. Supt. A. W. Chamberlain has been re-elected at a salary of \$2,700 per year.

George E. Myers, for several years principal of the manual training high school at Washington, D. C., has been elected president of the Kansas State Normal School at Pittsburg, Kans. Mr. Myers is a Kansan by long residence. His salary will be \$3,500 per year.

After eleven years of service Dr. Geo. W. Twitmyer has been re-elected unanimously as superintendent of the Wilmington schools. His salary has been increased \$500. He is also president of the State Board of Education.

Somerville, Mass. The members of the school board recently decided to increase the salary of Charles S. Clarke, superintendent of schools, from \$3,000 to \$3,500, to go into effect in September. He will then be the highest paid official in the city of Somerville.

The annual conference of superintendents of Maine was held in Castine, from July tenth to fourteenth, inclusive. The chief topics discussed related to greater efficiency in school administration, the relations of the superintendent to the teachers, agriculture and rural education, and the improvement of high schools.

Three sectional associations of superintendents were formed during the conference.

David Snedden, secretary of the Massachusetts state board of education, has recently requested all school boards coming under its jurisdiction to introduce cumulative record cards for keeping track of the essential facts of the school careers of children. A number of such cards have been devised recently to meet the needs of practically any school.

The following items, in the opinion of Mr. Snedden, should appear on any record card:

1—Pupil's name; place of birth; vaccination; certified date of birth; name and occupation of parent or guardian.

2—Residence before discharge; new residence; age at time of discharge in years and months.

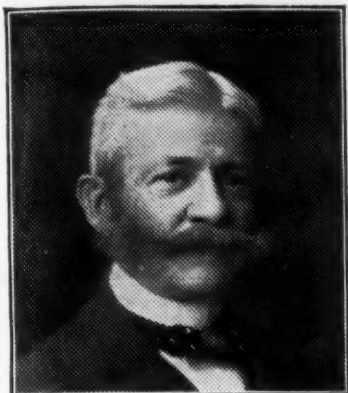
3—School; schools attended; date of admission to each school; age in years and months; September 1st at beginning of school year; grade room or teacher's initials; days present.



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4—The following items may be given if desired: conduct, scholarship; health.

Out of a field of over fifty candidates, the Winona, Minn., board of education has recently elected Mr. Raymond A. Kent as superintendent of schools. Mr. Kent succeeds J. N. Alee, who goes to Johnstown, Pa.

Mr. Kent is a graduate of Cornell and also of Teachers' college, Columbia university. He has been superintendent of schools at Mabel and Lanesboro, Minn., and for several years past has been instructor of mathematics at the Winona state normal school.

F. W. Robbins, superintendent of the Bethlehem, Pa., public schools, has been unanimously elected superintendent of the public schools of Lebanon, Pa. The salary fixed will be \$2,500 per year. Mr. Robbins had been re-elected superintendent of the Bethlehem public schools at the May meeting of the school board, at a salary of \$2,000, to serve for his twelfth year.

Guthrie, Okla. W. S. Calvert, superintendent of schools, has resigned to become president of the District School of Agriculture at Helena. F. D. Brooks has been elected superintendent to succeed Mr. Calvert.

Eldredge Wheeler, superintendent of schools at Montesano, Wash., has just been chosen mayor of the city, a unique distinction. Mayor Wheeler is also an officer and director of one of the city banks, owner of a large lumber mill, proprietor of a dry goods store, and one of the leading democrats of southwestern Washington.

The school board of Los Angeles, Cal., has increased the annual salary of Supt. J. H. Francis, from \$5,000 to \$6,000. The raise is effective in September.

The Boston school committee has re-elected Mrs. Ella C. Ripley as assistant superintendent of schools, the highest position held by

a woman in the school department. The term of office is six years.

Guy D. Smith, superintendent of schools at Fond du Lac, Wis., has been re-elected for a three-year term. He will receive \$2,500 for the first year and \$2,600 for the next two.

Warren, Mass. The school committee has revised the elementary course of study so as to eliminate the ninth grade.

Dr. James K. Powers, at one time the president of the University of Alabama, has been elected president of the Alabama State Normal college at Florence. He succeeds N. C. Wilson who resigned in June because of friction with the board of trustees.

Princeton, Ky. R. M. Shipp, superintendent of schools of Winchester, Ky., has been elected to the superintendency in this city, and has accepted. Supt. Shipp succeeds O. W. Richards, superintendent-elect of Ardmore, Okla. He is one of Kentucky's foremost educators and institute instructors.

North Adams, Mass. Isaac Freeman Hall has been elected as superintendent of the public schools of the city for the seventeenth consecutive year.

Edward L. Parmenter has recently assumed the superintendency of the public schools at Alpena, Mich.

Mr. F. G. Kræge has been re-elected by the school board of Nampa, Idaho, at a salary of \$2,050 per year. An item in our June number, stating that Mr. Kræge's salary was \$1,500, must be corrected.

Mr. Orville C. Pratt, of Clinton, Ind., has succeeded Adelaide S. Baylor, as superintendent of schools in Wabash, Ind. Miss Baylor recently accepted a position in the office of State Superintendent Greathouse.

Hackensack, N. J. Out of sixty candidates, Mr. William E. Stark was selected as super-

vising principal of the schools. He will receive a salary of \$3,000.

A commission, headed by State Superintendent Charles A. Greathouse, has been appointed by Governor Marshall, of Indiana, to study the needs of the Hoosier public schools. A report is to be made in 1913 to the general assembly with recommendations for legislation.

Supt. Charles S. Foos, of Reading, Pa., has written for his annual report a history of the Reading public schools, from their establishment in 1834 up to the year 1902.

Hartford, Conn. Local civic and educational associations of Hartford have recently joined with the board of school visitors in forming a bureau for vocational guidance, an organization which is to co-operate with the schools in helping children to gainful occupations. Funds have been gathered to employ a director for a period of six months, during which time it is expected the idea can be thoroughly tried out. The plans and methods of Mr. Meyer Bloomfield, of Boston, will, in the main, be carried out.

Wilmington, Del. The school board has just put into effect a plan, adopted some years ago, for increasing the salaries of teachers. Such teachers as have been rated A for efficiency will be given an increase of \$50; those who have been rated B will be raised \$25.

A movement has been begun in Baltimore for the enactment of stringent attendance laws for the state of Maryland. It is desired especially to extend the compulsory period to fourteen years, instead of twelve years, as at present, and to make the child labor laws more comprehensive and prohibiting. At present both laws apply only to Allegany county and Baltimore. A truant school is maintained in the city for white children, but the authorities are without an institution for training colored truants.



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School Room Hygiene

TOILET-ROOM SPECIFICATIONS FOR SCHOOLS.

A sensible and complete set of plumbing specifications for the toilet-rooms of public school buildings has been prepared recently for the building code of Pasadena, Cal. The author is A. C. Shaver, plumbing inspector of Pasadena. The specifications read:

1. Each and every toilet-room containing more than one water-closet or urinal-stall, in any public school building hereafter erected, shall be constructed in the following manner:

The side walls of such toilet-rooms shall be constructed of brick or concrete.

2. The floors, walls and ceiling shall be plastered with a one-inch coating of hard, smooth cement, composed of one part Portland cement and two parts clean, sharp sand, with approved water proofing, and a finish brush coat of pure cement; or with hard glazed tile properly set in cement, or a combination of the two materials; or some other equally good material, making the entire room impervious to moisture.

3. The floor shall have a uniform grade of one-quarter inch per foot, to floor drain or urinal trough.

4. All windows shall have galvanized iron or copper frames, casings, sash and wire glass.

5. The doors, frames and casings shall be metal covered by the use of galvanized iron or copper, put on in a workmanlike manner.

6. All water-closet and urinal-stalls shall be constructed of glass, marble, slate, porcelain or some other equally good non-porous material.

7. The toilet-room shall be constructed in such a manner that there will be no exposed woodwork, except closet seats, and so the janitor can use a stream of water in cleaning without danger to any other part of the building.

8. Inside of every school building of two stories or more in height, except those of Class A construction, there shall be installed and maintained 2 inch stand pipes extending from a direct connection with the city water main to the top floor of the building. Such stand pipes shall have 1½ inch valves and hose connections, and so placed that 50 feet of 1½ inch standard fire hose, and suitable nozzle attached thereto, will reach to all points of such floor.

9. In each toilet-room there shall be at least one 1 inch stand pipe, fitted with the proper valves, and enough 1 inch hose to reach to any part of said room; the hose to be used for fire and cleaning purposes only.

10. Where forced ventilation is required in

the toilet-room of any public school building, it shall be done by the use of an exhaust fan capable of causing a complete change of air every five minutes.

THE SCHOOL NURSE.

The value and efficiency of the school nurse, in conducting a medical inspection in small cities, has been attested recently by Dr. Arthur T. Cabot of Massachusetts.

In discussing the inspection of pupils in Canton and other cities of Massachusetts, in a recent issue of the Boston Medical Journal, Dr. Cabot declares that the employment of a physician as medical inspector has proven a failure. It was more expensive than the average small city could afford, and the natural jealousies of the profession, some of which are properly founded, interfere continually with a full exercise of official duty. The average physician, in his confidential relations as a family adviser, naturally resented the interference of another member of his profession appointed to go among his patrons to inspect and criticize, and the high-minded physician objected seriously to inspecting the children of his fellow practitioner.

Doctor Cabot says the solution of the difficulties was the employment of a trained nurse who examined the children and referred them to their family physician, or a physician selected by the family. Her duty consisted in following up the child and seeing that he was treated. The nurse also followed the children to their homes and assisted in the establishment of hygienic and sanitary order, and in this way she became a potent factor in improving health conditions in the city. The writer says that the Catholic clergy at once endorsed the idea and asked that the nurse be assigned to the parochial along with the public schools.

In the Massachusetts communities the nurse keeps a complete record of all the school children in the city. She examines them as they enter school in the fall and frequently during the terms. She keeps a card index of each pupil. She has been able to get the dentists to give a half day each week to the poor children at half rates. She has discovered contagious diseases in their incipency and stamped them out before they even began to spread. Children who show infirmities of eye, ear or throat are promptly assigned to a surgeon or physician and the poor who can not afford it are taken to a dispensary at public expense for proper treatment.

The nurse has given public lectures on hy-

giene and sanitation, preparation of food, treatment of sickness of all forms, and has followed them up with personal inspection of the children to see whether her advice has been heeded.

SCHOOL HYGIENE.

The New York City board of health has recently notified the board of education that common drinking cups will be prohibited in all school buildings after October first.

The short noon recess necessitating a hurried lunch was recently scored at the annual meeting of the Ohio state teachers' association. Dr. L. E. Leonard of Oberlin College urged that the morning and afternoon recesses and the noon intermission be longer than at present to make possible more rest and relaxation from book study. Supt. Carey Boggess of Springfield, Ohio, denounced the quick noon lunch as a menace to the health and growth of children, inducing nervous dyspepsia and retarding mental growth.

As a hygienic measure the school board of Atlanta, Ga., has recently decided to place one row of adjustable desks in every classroom. Overgrown and underdeveloped children will be placed in this row of seats.

The University of Missouri, through its summer session instruction, is aiming to safeguard the health of the rural school children as is done in the cities. Courses in medical inspection are being given to the teachers enrolled in the summer school that they may learn how to care for the health of the pupils placed in their charge, and how to detect those pupils who are physically deficient. Most of the teachers are from the country districts or the small towns where there is no medical supervision of the schools. It is the aim of the university to equip them so that their work will take the place of the regular medical supervision carried on in the cities.

A bill providing for medical inspection of the public schools has been introduced in the Texas assembly recently, at the request of the State Congress of Mothers.

The Oklahoma state board of education has recently adopted resolutions calling upon the legislature for a law requiring a certificate of good health as a requisite for a teaching certificate.

An open-air school, conducted under the auspices of the Teachers' Educational League of Buffalo, has been opened.

A system of medical inspection, based upon the Cleveland plan, will be introduced in the Cincinnati, O., public schools in September. A force of doctors and nurses is being organized under the direction of a chief medical inspector.

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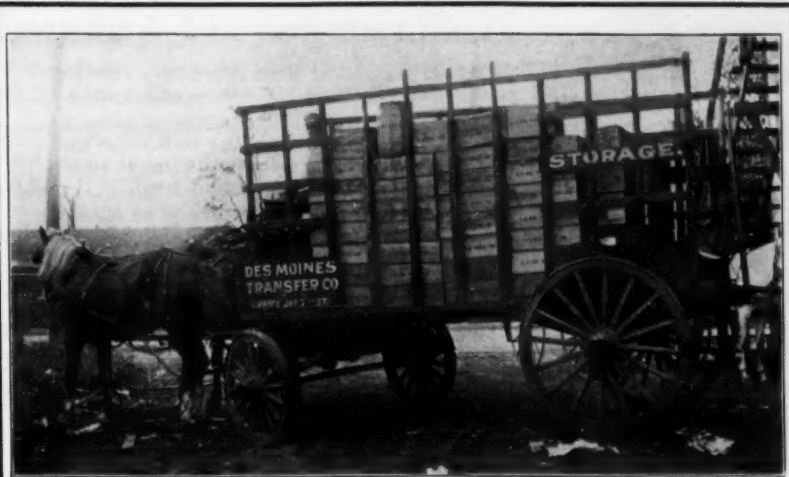
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IDEAS THAT HAVE WORKED WELL.

The Baltimore school board has authorized for
a year past the use of large, round, soft lead
pencils in the lower grade schools, where children
are just beginning to write, so as to prevent
what is known as writer's cramp. This is a kind
of paralysis which is so common among book-
keepers, accountants and others who use a pen
or pencil constantly during the day, and is pri-
marily caused by gripping the pencil too tightly,
causing a cramping of the muscles of the hand.

By the use of the large, easy-writing pencil the
child just learning to write finds it impossible
to grasp the pencil except in an easy way, and
writing is less difficult and without restraining
effort.

The principal of an Indiana city high school
has for several years held regular office hours
for two weeks preceding the fall opening of
school. Through announcements in the local
press, students and parents have been induced to
visit and arrange for the year's work. Teachers,
supervisors and the superintendent have called
for conferences and a thousand and one details
incident to the opening of school were completed
before the first Monday morning. Much time
and confusion has been saved each year.

The Teachers' Manual, issued by the superin-
tendent of the Wausau, Wis., schools, is made
of convenient pocket size, is printed on tough bond
paper and has a clever thumb index so that
teachers can instantly turn to the work for their
respective classes. The manual includes an in-
spiring introduction outlining the purposes of the
schools, lists of members and committees of the
school board, rules of the schools, the complete
courses of study, a list of textbooks, directory
of teachers and blank pages for memoranda. The
course of study is written in a crisp, clear and
helpful style and has made the manual of great
value to the schools.

The school board at Freeport, Ill., has a com-
mittee on school entertainments which provides
each year a number of free lectures for the
school patrons and conducts the annual com-

mencements. This committee is permanent and
has been able from its experience to make the
entertainments popular and profitable and to es-
tablish well formulated precedents for graduation
exercises. The board as a whole is thus relieved
of much petty detail work.

The school board at Streator, Ill., has supplied
the superintendent of schools with a small run-
about automobile to be used in visiting schools.
It was figured out that the cost of operating and
maintaining a thousand dollar machine would be
less than the value of the time unavoidably
wasted by the superintendent in waiting for
street cars and walking from school to school.
In other words a small added expenditure makes
possible the full utilization of the superintend-
ent's limited time for direct supervision of
teachers.

In introducing a system of medical inspection
in the schools of Milwaukee, Wis., the board of
directors adopted no rules to govern the chief
inspector or his assistants. In a set of resolu-
tions creating the office, the chief inspector was
authorized to draw up from time to time such
rules as he deemed necessary in accordance with
the conditions and subject to the approval of the
superintendent of schools. Other successful
plans for inspection were studied during the
year following the appointment of the inspectors,
and the rules were then formulated after confer-
ence of the medical inspectors, the supervisory
corps and members of the board of school di-
rectors.

The school board at Moline, Ill., has for a year
past supplied all textbooks, at cost, to pupils in
the grades and in the high schools. The dealers'
discounts saved to the school patrons amounted
to, approximately, \$707 during the period.

North Carolina Adoptions.

The North Carolina state textbook commis-
sion has announced the texts adopted for uniform
use in the state during the next five years. They
are as follows:

Spelling—Reed's Primary and Reed's Word
Lessons (Merrill); Foust & Griffin's speller.

Reading—Howell primer (Howell); Halliburton
primer (B. F. Johnson); Howell reader (How-
ell); Graded classics (B. F. Johnson); Baker &
Carpenter language readers, books IV. and V.
(Macmillan).

Geography—Dodge's primary and comparative
(McNally); Hill's Young People's History of
North Carolina (D. H. Hill); Connor's Makers
of North Carolina History (supplementary).

Physiology—Ritchie's Primer of Hygiene and
Sanitation (World Book Co.); Cutter's, book III.
(Lippincott).

Civil Government—Peele's Civil Government of
North Carolina and the United States (B. F.
Johnson).

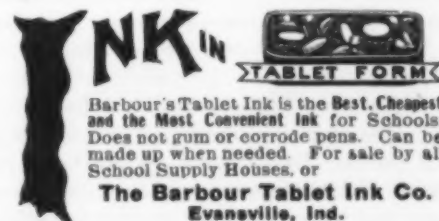
Agriculture—Burkitt, Stevens & Hill's Agricul-
ture for Beginners (Ginn).

Webster's Dictionary (A. B. C.); Old North
State Writing Books (North State Publishing
Co.); Berry Writing Books (Berry); Progressive
Lessons in Art Education (Prang); Brooks'
Story of Cotton (McNally); Davis' Industrial
History of the Negro Race (Negro Educational
Association); Heart of Oak Books (Heath);
Mims & Payne's Prose and Poetry (Scribner);
Arnold's With Pen and Pencil (Ginn); Through
Nature, Literature and Art (McNally).

Language—Hyde's Lessons in English (Heath);
Robbins & Row's Grammar and Composition
(Row-Peterson); Buehler's Modern Grammar
(Newson).

Arithmetic—Milne's arithmetic (American).

Hannibal, Mo. The following textbooks have
been selected for the high school: Young &
Jackson's First and Second Course in Algebra
(Appleton); Halleck's History of American
Literature (A. B. C.); First Principles of Chem-
istry.



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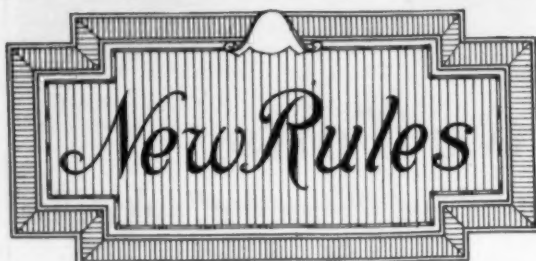


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Pittsburg, Pa. The school board has recently adopted a rule providing that pupils who have completed the eighth grade by the end of the first semester, or half year, be promoted to high school on the same conditions as govern those promoted at the end of the second semester. Pupils in the high school, who at the end of the first semester, are maintaining a grade of scholarship that will entitle them to promotion in a subject or subjects, will be advanced to the work of the second semester, and so on throughout the course. Pupils within the high school will be required to repeat the work only in those subjects in which the work for the first two quarters is below 60 per cent in recitation average.

Wabash, Ind. The school board has announced recently that no married women will be employed as teachers. Instructors in the service will be asked to resign upon entering matrimony.

The school board at South Omaha, Neb., has recently adopted rules creating a permanent teachers' list to which such instructors are admitted as have proven themselves, by several years of successful service, worthy of uninterrupted tenure. The plan removes the necessity of subjecting satisfactory teachers to the worry of an annual election.

Meriden, Conn. The school committee has ordered a two-session day for the Meriden high school, beginning in September. Students in the science and language courses will attend in the morning, beginning classes at eight o'clock and continuing until quarter after twelve. Members of the commercial classes will report at a quarter to one and will remain until five o'clock. Teachers will put in six periods each day. The plan is the result of the overcrowded condition of the school building, which the voters have persistently refused to remedy.

Boston, Mass. According to action taken by the school committee in June, no regularly employed day teacher in Boston will be allowed to accept positions in outside towns for teaching evening schools. For a long time the school authorities have not allowed the day teachers to teach in the Boston evening schools.

Canandaigua, N. Y. A new rule of the school board requires that students who desire to take up athletics have an average standing of 75 per cent in every subject studied by them.

Melrose, Mass. The school board has voted to change the plan for admission of children to the first grade. In the past it has been the practice to admit newcomers in September and February, but under the new arrangement, pu-

pils will be received in September only, and then, only, if they will reach the age of six years before the following January.

Denver, Colo. The school board has issued an order prohibiting teachers from making assignments of their salary vouchers.

Erie, Pa. The school board has recently adopted rules fixing the requirements of young women who desire to enter the normal training class in the local high school. They read: "Candidates for admission to this class must have completed successfully with an average standing of at least 85 per cent the undergraduate course preparatory for the normal department, and shall have, besides mere scholarship, the qualifications of good health and the proper temperament and character for teaching."

"Candidates for admission from other schools shall furnish to the superintendent satisfactory evidence by certificate or examination that they have preparation equivalent to that required from graduates of the Erie high school."

TEACHERS' SALARIES.

San Francisco, Cal. Increases in the salaries of teachers and principals, amounting to \$27,000, have recently been granted by the board of education in a revision of the schedule. Some of the principal changes are as follows:

The monthly salary of the principal of the parental school has been raised from \$120 to \$140 and of his assistants from \$102 to \$110. In the department at large the following increases have been made:

Supervisor of primary reading, from \$160 to \$170; supervisor of penmanship, from \$135 to \$150; supervisor of cooking, from \$125 to \$135; first assistant in music, from \$100 to \$135; assistants in drawing, from \$90 to \$100; assistants in manual training, from \$100 to \$105; assistants, during their probationary term, from \$120 to \$125; after probationary term, from \$135 to \$140.

The salary of the principal of the polytechnic school has been fixed at \$250 a month; the salary of vice-principals of schools, having more than 700 pupils enrolled, has been placed at \$180 a month.

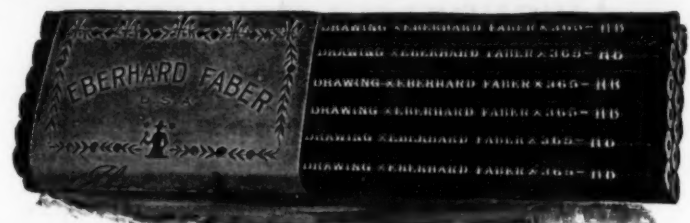
In the San Francisco commercial school the salary of the vice-principal was fixed at \$180 per month, and the following increases were made: Assistants, during probationary period, \$100 to \$125; assistants, after probationary period, \$120 to \$135; assistants in academic subjects, fixed at \$140.

In the evening schools the following increases were made: Humboldt and Commercial, principals, \$100 to \$110; Hamilton, principal, \$80 to \$85; Humboldt, drawing instructor, \$100 to \$105; drawing assistant, \$60 to \$65; all assistants in schools, \$50 to \$55.

Allentown, Pa. The school board has revised its salary schedule granting an increase to practically all the teachers in the corps: First grade, the minimum has been raised from \$45 to \$50. After three years' service and certification, teachers are given \$53, and thereafter \$2 is added each year until \$63 is reached.

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NEW YORK

The salary of the second grade teachers has been left as now, with the idea that beginners at teaching shall be placed in these schools. This salary range is \$45 to \$50.

In the third and fourth grade the minimum has been fixed at \$50 with \$53 a month after three years and a maximum of \$55.

In the fifth and sixth grades, the minimum of \$55 for female teachers has been raised to \$60, and the male teachers from \$65 to \$70. The maximum rate is \$65 and \$75.

In the seventh and eighth grades a general ten per cent increase has been given for all teachers in the service. Where such teachers are principals of a building, the extra pay is to be at the rate of \$10 per room, per year.

Muscantine, Ia. The school board has adopted rules establishing a new salary schedule:

A teacher of one year's experience shall receive a salary of \$350 per year. If, in addition thereto, the teacher has had at least one full summer term's work at the Iowa State Normal or a training school of equal standing, the salary shall be \$400 per year. If said teacher, meeting above conditions, has also a first-grade certificate, the salary shall be \$450 per year.

Teachers elected under this rule will receive \$50 additional salary each year till salary reaches \$500, at which time those presenting certificates of satisfactory work during three full summer terms at the Iowa State Normal or training school of equal standing, shall receive \$550 per year, provided said teacher holds a first-grade certificate.

If the professional training is secured after a contract has been signed, a new contract will be issued in accordance with this rule, on presentation of certificate of attendance and work pursued.

Teachers of experience, when elected under this rule, shall receive salaries in accord therewith, as indicated by their professional training and years of experience.

Teachers, city schools.....	440	720
Teachers, country schools...	440	600

The minimum will be paid to newly appointed instructors. Increases will be given only for merit.

Newark, O. The school board has recently increased the salaries of all elementary principals \$40 per year. A similar amount has been added to the compensation of teachers who re-

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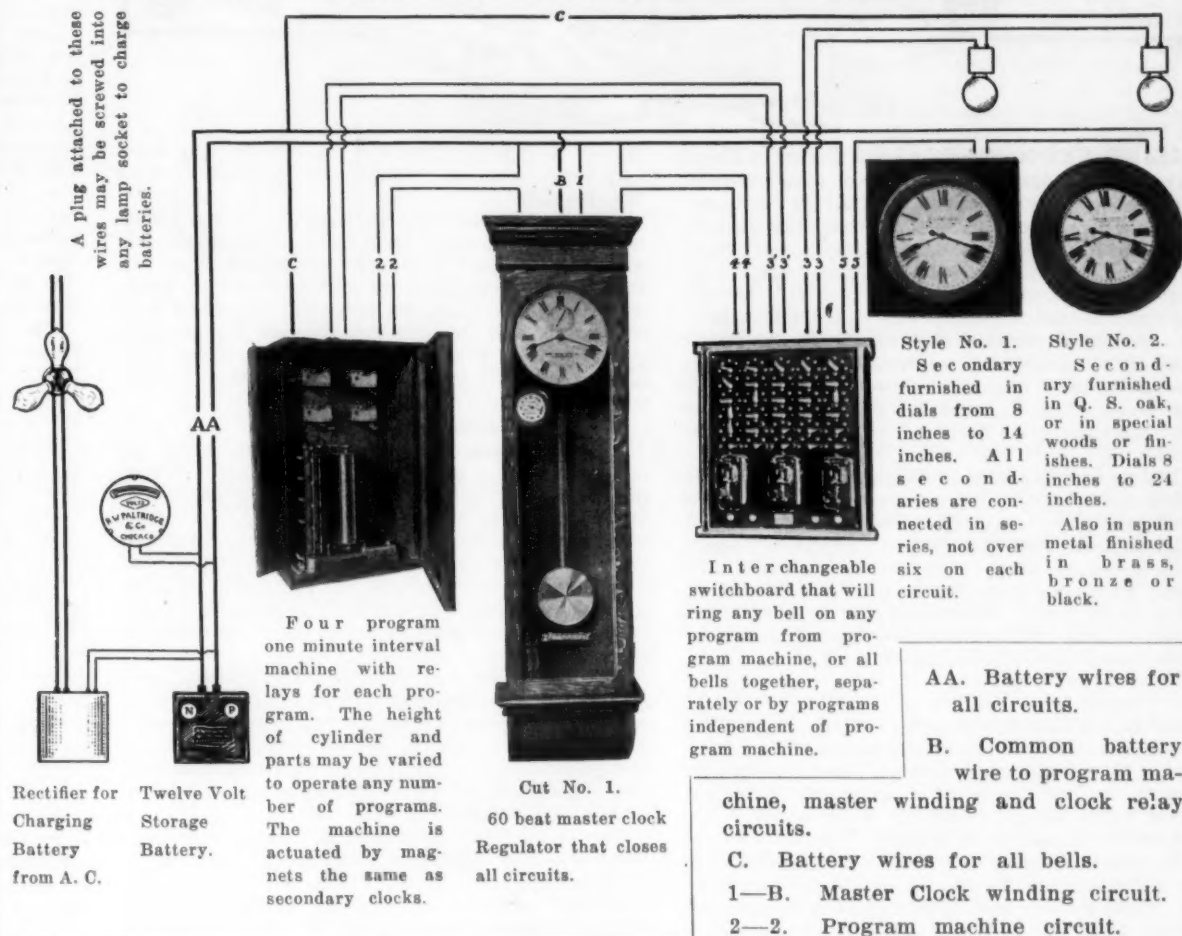
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BY THOS. D. PERRY

A thorough discussion of the cleaning problem as applied to schools. Contains report on actual test of machines, etc. 24 mo., 48 pages. Single copies, 15 cents, postpaid.

WM. GEO. BRUCE, Publisher, Milwaukee, Wis.

Diagram and cut showing simplicity of complete installation of Master Clock, Program Machine, Secondaries and bells, operating on one battery, and showing complete charging outfit.



- 3—3. Two bells operating on two programs and (3'3') same bells operating through push button board. Any number of bells may be connected in this way, and operated from the one battery shown, provided the bells are wound to proper resistance.
- 4—4. Clock relay circuit.
- 5—5. Secondary clock circuit consisting of not over six secondary clocks in series. The circuits are connected in multiple to operate from one battery.

Above shows complete source of power for entire system and charging outfit to renew strength of battery. It consists of one Storage Battery, 12 volt strength, 40 or 60 ampere hour capacity; Rectifier for charging from Alternating Current (not needed if Direct Current is available); Dead beat voltmeter, 0-30 always in circuit to read condition of battery at all times, and Lamp Resistance for charging. This one battery furnishes current for all circuits, ringing any number of bells, wound to a resistance of 30 to 60 ohms and operating any number of secondaries on circuits of six each.

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ceive less than \$540 per year and an increase of \$20 has been given to teachers who are getting the maximum of \$540.

The committee on salaries, in recommending the increases, made a frank statement on equal salaries for women and men teachers:

"In answer to the claim made by the female teachers of the high school, that they should be placed on a level with male teachers as to salaries, we say that we can not secure good male teachers for the same salaries that will secure the services of good female teachers, yet the best interest of the children demands that we employ at least a fair proportion of male teachers. It is the old question of demand and supply; while the claim that if a female teacher does the same work as a male teacher, she should be paid the same salary, taken as an abstract proposition, seems plausible, yet we think that a board of education acting as a trustee of public funds is not justified in paying higher salaries than necessary to secure good service. We recognize the fact that teachers are the most poorly paid of our public servants in proportion to the value of their

services to society and the state, but boards of education are confronted by financial conditions which prevents them from doing full justice to the large body of men and women who are devoting their lives to the training and education of our children."

Binghamton, N. Y. The salaries of all teachers who have served fifteen years in the grades have been increased from \$500 to \$525.

Peoria, Ill. The women high school teachers have petitioned the school board to increase the minimum salary from \$600 to \$800 a year and of the maximum salary from \$1,000 to \$1,400 a year. They have suggested that the rate of increase be \$50 annually until \$1,000 is reached, and thereafter \$100 annually until the maximum of \$1,400 is reached. The men principals who are now receiving \$170 per month, having been raised from \$160, have asked for \$180.

Atlanta, Ga. The school board has increased the maximum pay of teachers in the Technical High School to \$1,800 per year. The minimum is \$1,400, and the annual increments, \$100.

Teachers in the elementary grades of the Bos-

ton public schools have had \$48 added to their salaries by recent action of the school board.

Whiteside county sets the state of Illinois an example for the salaries paid to the rural teachers. In several one-room schools teachers will receive \$75 per month. Sixteen will be paid \$60. The average for eighty schools reported to the county superintendent was \$51.55.

The Wilmington board of education has decided to introduce the manual arts into all of the grades from the first to and including the high school at the opening of the fall term in September. Mr. W. A. Foster, a graduate of the Ohio State University, has been appointed director.

Peoria, Ill. The school board has granted all high school teachers in the schools an increase of approximately ten per cent.

The school board of Springfield, Ill., has recently determined to abolish its salary schedule by which teachers have been paid according to their experience. The salaries are in the future to be based strictly upon the position held and the character of the services rendered.



BUYING FROM WRECKING COMPANIES.

During the past summer a few school boards have again made the mistake of buying "seconds" and "slightly used" materials, of limited variety, from professional wrecking companies. These include heating plants, rebuilt school benches, resurfaced teachers' tables, etc. It will be unnecessary to further define the mistakes made.

It is very questionable whether any school board having the real interest of its schools at heart will stoop to this form of bargain hunting. The word stoop is used advisedly because the best ought not to be too good for even the poorest school.

Of course, economy is the underlying motive which actuates the pecunious individual. "We must save the taxpayers' money" is the slogan, which is false, not in idea but execution. There is no economy in a thing which is only fairly good. There is no saving in paying a low price for a thing which lasts only for a brief time. There is only one excuse for buying a second hand something for the schools and that is that the best is not available.

It should be a matter of pride with every school board member to point to the progress of the schools, not the penny pinching of the school board. The achievements of a year are worth more to the citizenship of a community than the buying of a school bench at \$1.98 when \$2.25 will bring an article of quality.

The superintendent of schools who countenances this farce comedy is not worthy of his position. The junk dealer and the wrecking companies are an outgrowth of a false principle in economy. It is the duty of every school board to purchase the best for the schools and not what is falsely supposed to be the cheapest. This spirit of economy should rather be applied to the idea that the cheapest is not the best, just as the rule holds in the employing of superintendents, teachers, etc.

GENERAL TRADE NEWS.

Organizes New Company.

Mr. M. H. E. Beckley of Chicago, who for several years past has been conducting the M. H. E. Beckley Manufacturing Company and whose experience in the school supply business goes back twenty years or more, has organized the Beckley-Cardy Manufacturing Company. This company is located at 312 West Randolph Street and will be managed jointly by Mr. Beckley and Mr. Cardy.

Mr. Fred E. Cardy is an old school supply man. He was formerly associated with Mr. Chester A. Rehms of the Atlas School Supply Company in the old Central School Supply Company. With Mr. Rehms he formed the Atlas School Supply Co., taking charge of the school stationery department. When the latter sold this department to the N. W. School Supply Co. of St. Paul, Mr.

Cardy decided to sell his interest in the Atlas Company, forming his present association with Mr. Beckley.

The combination of Mr. Beckley and Mr. Cardy is unusually strong. Mr. Cardy will immediately establish a school stationery department and Mr. Beckley will continue the manufacture of Beckley's Artificial Slate Blackboard. Together both gentlemen will manage the various departments of a business with which they are perfectly familiar and have been associated a lifetime. Success to both.

Completes Great Work.

After six years of constant work, with an enormous outlay of time and money, Laird & Lee, publishers, Chicago, announce the completion of Webster's New Standard American Dictionary, Encyclopedic edition. When the announcement of its publication came a few weeks ago it caused a considerable stir both in the dictionary field as well as the school field. The appearance of the book will be welcomed with keen interest in many quarters.

This great lexicon contains 1,248 pages, 2,000 pictorial illustrations, 23 full-page plates, nine in colors—synonyms, antonyms and English verbal distinctions, including homonyms; abbreviations and contractions; portraits of various nationalities; geographical and mythological names in the general vocabulary.

The (new) High School and Collegiate edition, Webster's New Standard Dictionary, will also be ready within a few weeks. This volume will contain about 900 pages, 1,400 text illustrations, eight full-page plates, three in colors. This edition is designed to meet the requirements of all high schools, academic and collegiate classes.

We wish Laird & Lee much success in their new venture.

Behind in Orders.

The Remington Typewriter factory at Ilion, N. Y., has been running under the heaviest pressure ever experienced in the history of its business. Already extensive additions to the factory are being provided, so that demands can be met by increased facilities. The mid-summer is usually the dull period, so that the orders are all the more surprising.

The selling organization of the company has made a record and the success is entirely due to its efforts. It has been a surprise to the officers to note the volume of school business piling up. All holidays with the exception of Sundays and the Fourth of July were dispensed with, including the usual Saturday half-holiday.

Gigantic New Building.

The Rand McNally Company of Chicago has just completed the excavation work on a building which only the word "gigantic" will describe. The new building will have a frontage of 300 feet on Clark street, 210 feet on Harrison and

300 on La Salle. It will be built around an open court, 60x130 feet, affording abundant light for every part of the building. Each of the ten floors will have an area exclusive of the court of more than 50,000 square feet, the total floor space being 560,000 square feet.

The building is being erected on the most modern of plans and will embody the latest and best in fireproof construction. It is built of steel, and re-inforced concrete, the exterior being of gray granite with terra cotta trim. All sanitary arrangements are planned on scientific principles. The latest devices in plumbing, heating and lighting will be used and the best modern system of ventilation will be installed. There will be ten passenger and freight elevators. The main entrance will be on Clark street. The interior of the entrance will be of selected marble, with ornamental, double stairways.

The first floor of the building will be used for mercantile stores; the second for the offices of Rand, McNally & Company; the third, fourth, fifth and sixth for the plant, embracing the thirty-two departments of their large and constantly growing business. It is worthy of note that this new departure of the house is made necessary chiefly because of the growth, in recent years, of their publishing business, especially that of the school book department. The great building now under way has a floor space nearly three times as large as that of the one which they are giving up. It will enable the company to house their entire plant under one roof, and at the same time provide for the future growth and development of the business.

NEW TRADE PUBLICATIONS FOR SCHOOL BOARD FILES.

"Written by Others."

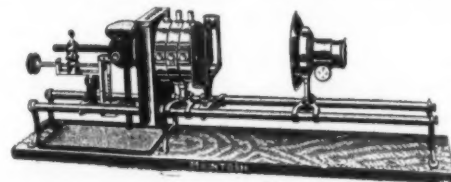
This is the title of a booklet which has just been published by A. G. Spalding & Bros., Inc., Chicopee, Mass. It contains a most remarkable collection of testimonials ever gathered in one booklet. Not one testimonial is there which suffers from dry rot, but all have been written during the past year.

The title page of the booklet is particularly splendid, showing an outline map of the United States with the following appropriate quotation: "If a man preach a better sermon, write a better book, or build a better mousetrap than his neighbor, tho' he hide himself in the wilderness, the world will make a beaten path to his door." This quotation applies very appropriately to the contents. Copies can be had by writing the company at Chicopee, Mass.

"Maps, Globes and Atlases."

This is by all odds the most exhaustive catalog of maps, globes and atlases for schools ever published in this country. It contains two hundred and thirty-four pages of solid text matter, which together with supplements, index, preface, etc., makes a total of two hundred and sixty pages. Its size is six and one-half by nine inches. It is

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published by Rand McNally & Company of Chicago.

The contents of the catalog are divided into political, physical, climatic, historical, classical, biblical and language maps. Added to these are, of course, sections on map cases and atlases, as also a most complete collection of globes of every variety. The colored inserts comprise section maps of Europe, Asia, United States, North America and South America.

Unusually excellent is the arrangement of type pages upon which the various maps and globes are listed, together with prices, etc. Only a passing glance makes the referring to any type easy and simple. This is possibly the most remarkable point to be noted, which together with the Index makes this one of the best catalogs ever published.

NEW PRODUCTIONS.

Roneo Pencil Sharpener.

This is a distinct departure in the manufacture of pencil sharpening devices. In the first place, the pencil is fed into the cutter automatically by a gripping device. The cutter is a spiral idea such as used in high grade milling and planing machinery. It is provided with eight spiral cutting surfaces, each being two and three-eighths inches in length or a total of nineteen inches of available cutting surface. This cutting surface is concave, thus giving a deep cutting edge.

The automatic stop is another excellent idea decidedly in favor of the machine. As soon as the point of the pencil has been perfected the machine will run free and will not keep on cutting up wood and lead. Nor does it break the point, as so often occurs but protects it and by lack of resistance notifies the operator of the sharpened point. The manufacturers guarantee the sharpener and openly declare that it will operate under any and all conditions.

Two New Maps.

The McConnell School Supply Company of Philadelphia has just issued a new map of South Dakota and another of Minnesota. Both of the maps are complete in every detail and show all postoffices and railroads up-to-date. They are well printed and excellently mounted.

Cooley Staff Liner.

This is an adaptation of a former idea perfected by the replacing of rubber bands by wire clasps. The chalk, of any variety of lengths, is held firmly and still meets the inequalities of the board. It is manufactured by Robert L. Cooley, Milwaukee, Wis.

American Steel Sanitary Desks.

The American Seating Company has just completed and is now marketing its new line of American Steel Sanitary Desks. The basic idea is the replacing of cast or wrought iron by American Sheet Steel, pickled and cold rolled, formed into triangular shape under tremendous pressure by special machinery designed for this purpose.

This triangular form of steel construction adapts the desks to the demand for hygienic school furniture. The lodgment of dust and dirt

is impossible. All filigree work has been omitted, and the feet of the desks are shaped to occupy a minimum of floor space. This permits of no opportunity for the accumulation of dirt and bacteria.



Pedestal Model American Steel Sanitary Desk.

A feature of the desks is the finish of the steel. This is the first time in the history of school furniture that the gun metal finish has been effectively employed. It produces a soft, velvety surface permitting none of the light reflection possible in practically every other finish.



Stationary Model.

One of the chief causes which led to the original use of steel for school desks and which inspired its use by the American Seating Company is of vital interest to school boards. By the use of steel, twenty-five per cent. in the shipping cost of steel over the best cast iron desks is saved. Besides this there is the entire elimina-



Adjustable Model.

tion of breakage in transit and in setting up, a point which almost every school board in the country will appreciate.

Because of this latter fact, the American Seating Co. is able to attach a most unusual guarantee to its American Steel Sanitary Desks. Instead of guaranteeing its product for a period of years, say one to five or twenty-five, every purchaser is given an unconditional guarantee against breakage for a lifetime. This is an unusual guarantee and indicates the confidence the manufacturers have in their new line of American Steel Sanitary Desks.

MISCELLANEOUS NOTES.

Steel clothing locker equipments have been ordered for the new high schools at Rochester, Minn.; Cedar Rapids, Iowa; Carthage, Mo., and Webb City, Mo., from the Hess Warming & Ventilating Company of Chicago. The new tubular welded door will be used in each equipment.

The Minneapolis school board has adopted the "Superior" Inkwell manufactured by the United

States Inkwell Company of Evansville, Ind. Paducah, Ky., has adopted the "U. S. Inkwell" manufactured by the same company.

The Good Products Company of Chicago has recently issued some very interesting advertising literature extolling the properties of Carbonall Surfacers. This is a preparation they are now selling by the gallon and the success of the venture has been remarkable. A splendid six-page folder was sent to school officials in every part of the country. It contained one of the best arguments ever made for the sale of a blackboard preparation.

A. G. Spalding & Bros. have recently been awarded a blue ribbon and diploma for excellent exhibit of schoolyard equipment installed in the first Insular Fair conducted by the Board of Education of Porto Rico. The compliment is unusual, adding a tribute to the apparatus for the severe climate tests under which it passed.

Twenty-four motor-driven lathes have been purchased by the school board at Muskogee, Okla., from the Oliver Machinery Company of Grand Rapids, Mich.

Contracts have been awarded C. I. Wimmer & Co. for furnishing window shade adjusters to the new schools which have just been completed at Trenton, Ohio, Mission, Tex., Brownsville, Tex., Yorktown, Tex., Marshall, Tex., and Silver City, N. M.

The Carbonall Surfacers made by the Good Products Company of Chicago, is now in successful use by the boards of education at Ishpeming, Mich.; Union Grove, Wis.; Sycamore, Fla.; Livermore, Ky.; Owensboro, Ky. (S. D. No. 2); Thomson, Ill.; Garden City, Kan.; Topeka, Kan.; Lincoln, Ill.; Dodge City, Iowa; University Place, Neb.; Muskegon, Mich.; Seattle, Wash.; and District Agricultural School, Evergreen, Ala.

The electric tower clock to be installed on the new high school at Vancouver, B. C., was secured by the Standard Electric Time Co., through Mr. J. J. Esterbrook, Pacific coast manager. The clock will be controlled by a self-winding master clock without weights or pendulum. A maximum of power is delivered to the hands, making it fool proof against snow and heavy storms.

Visible Model 10, Remington Typewriters have been bought by the boards of education as follows during the past month: Bay City, Mich., twelve; Missouri State Normal School, ten; New York City, N. Y., fifteen; Pine Larkin, Cal., twenty-three; Saginaw, Mich., twenty-two; Stockton, Cal., seventeen; Wilkes-Barre, Pa., thirty.

Worcester, Mass. Shaylor & Shattuck's medial writing (Ginn) will be introduced in the first five grades of the public schools.

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Mr. Dorland Retires.

After thirty-eight years of continuous service with the American Book Company, thirty-five of them as representative in Kentucky, Mr. James E. Dorland retired on August 1st with a record for efficiency and fidelity of which any bookman might well feel proud. He left in the zenith of his usefulness to his company, and with the highest regard of those in control of its affairs.

Mr. Dorland's resignation was induced by two principal reasons—his desire to avoid the rigors of the road, and to be in a position to have more time to spend with his two daughters, Mrs. J. S. Qualey, who resides in New York, and Mrs. C. V. Cook, whose husband is pastor of a large church at Danville, Ky. He will, however, continue his permanent residence in Louisville, where he has apartments in the Weis-singer-Gaulbert building.

In accordance with the policy of the American Book Company in recognizing long and faithful service of its employees, Mr. Dorland's retirement carries with it a substantial pension.

Ginn Agents Meet.

The Pacific coast agents of Ginn & Company entertained representatives of the house from various sections of the United States during



THEODORE ROOSEVELT.

the recent convention of the N. E. A. in San Francisco. The easterners who enjoyed true California hospitality at the hands of their co-workers included Mr. O. J. Laylander, manager, Chicago; Dr. and Mrs. Thomas B. Lawler, New York; Mr. and Mrs. F. C. Hodgdon, New York City; H. P. Conway, Chicago; F. A. Burkett, Denver; Murray A. Campbell, Des Moines;

Mr. and Mrs. E. F. McGinnis, Salt Lake City; Mr. and Mrs. L. E. Mumford of Lincoln, Neb.; W. B. Walter of Minneapolis.

The hosts, Manager Selden C. Smith, Eugene Burbank, A. E. Shumate and Harry Linscott, had their "picture took" in honor of the occasion.

GENTIUM MOLES.

This fine ode was composed by Professor Alf. Torp, of the University of Christiania, Norway, and sung by the students of that institution, May 6, 1910, in honor of their guest, Theodore Roosevelt, on whom the degree, master of laws, was conferred. The poem is in imitation of Horace's well known "Integer Vitæ," which was chanted by university students over the bier of President James A. Garfield, in 1881.

Gentium moles neque quo neque unde
Vadat inquirens quasi caeca repit,
Dum rapil-rixans manibus cruentis
Munera terrae.

Singuli prostant; super omne Vulgus
Editi extollunt oculos serenos,
Quis patet prorsus simul et retrorsus
Turba viarum.

Et petit sursum, petit astra visus
Quae super terrae nebulis refulgent.
Hi movent molem, sequiturque tarda
Progredientes.

Qui Vivis recte adnumeratur istis
Qui docet totum meliora mundum
Jure Doctoris meruit vocari
Nomine magno.

The following translation of the ode is by Dr. Hubert M. Skinner, of Chicago:

The mass of men creeps blindly, asking not
Whither or whence it goes, and brawling loud,
It seizes with its cruel hands the wealth
That earth produces.

But there are some who raise their eyes serene
Above the crowd; who look before, behind,
Upon the maze of roads. These chosen ones
Survey the pathway.

Their elevated gaze takes in the stars
Which shine above the clouds of Earth. They move
The mighty mass, which slowly follows, now,
The leaders onward.

Rightly is numbered with those men of worth
He who is teaching what is best for all
To all the world. Doctor of Laws is he;
Noble the title.

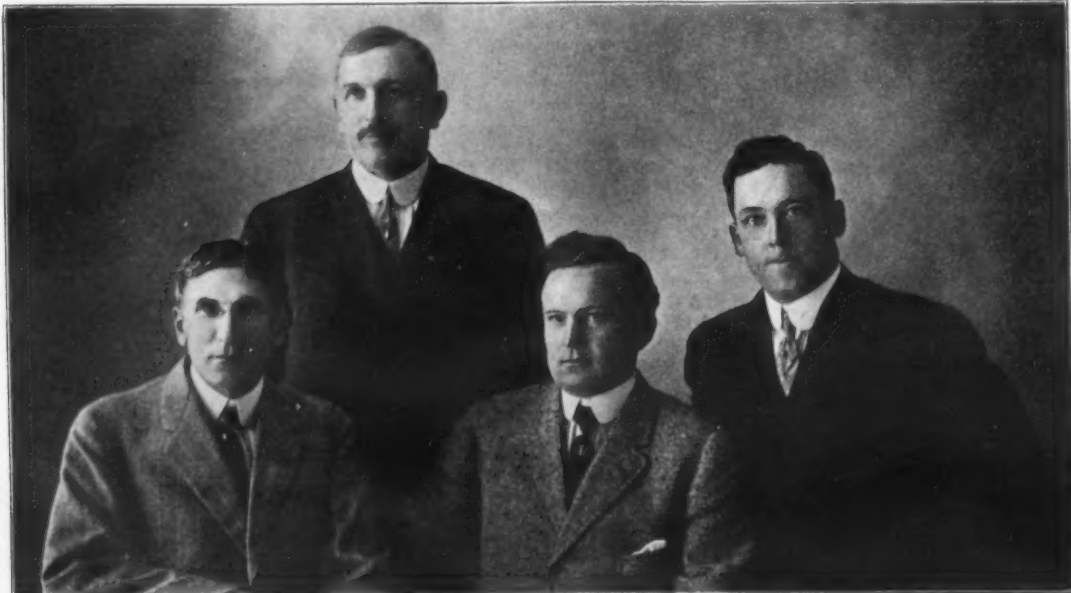
Even bookmen are not always discreet. That is why John H. Jones of Allyn & Bacon has an enemy in the person of a principal at St. Louis.

Mr. Jones was talking with this little woman on a recent address by Supt. Blewett concerning the factors making for success in a teacher.

"Tell me, Mr. Jones," said the principal, "do you prefer a pretty teacher without ability to an ugly one with brains?"

"Well," answered Jones, "I should say that I prefer present company to either."

And he doesn't know yet why she got angry.



PACIFIC COAST AGENTS OF GINN & CO.

Reading from left: Mr. E. D. Burbank, A. E. Schumate, Manager S. C. Smith, H. A. Linscott.

COMING CONVENTIONS.

Oct. 5-6. Upper Peninsula Educational Association at Houghton. Supt. Orr Schurtz, Pres., Negaunee, Mich.

Oct. 18-19-20. Conference of State Superintendents on Certification of Teachers at Topeka.

Oct. 19-20-21. Vermont Teachers' Association at Montpelier. Miss A. B. Drake, Secy., St. Johnsbury, Vt.

Oct. 21. Northeastern Ohio Association of Science and Mathematics Teachers at Cleveland. H. S. McMyler, Secy., Cleveland, O.

Oct. 24-25-26-27. Northern California Teachers' Association at Chico, Cal.

Oct. 25, 26, 27. Maine Teachers' Association, at Augusta. D'Forest H. Perkin, Madison, President. Dorothy Elliott, Skowhegan, Secretary.

Oct. 26-28. Minnesota Educational Association at Minneapolis. John M. Guise, Secy., St. Paul, Minn.

Oct. 27-28. Northern Illinois Teachers' Association (Western Section) at Dixon. S. F. Parsons, Secy., De Kalb, Ill.

Oct. 27. Connecticut State Teachers' Association at Hartford and New Haven, Conn.

Oct. 28. California State Council of Education at Chico. L. E. Armstrong, Secy., San Francisco, Cal.

Nov. 1-2-3. North Dakota State Teachers' Association at Fargo, N. D.

Nov. 2-3-4. National Society for the Promotion of Industrial Education at Cincinnati, O. Hon. Fred A. Geier, chairman of general local committee.

Nov. 3-4. Northern Illinois Teachers' Association (Eastern Section) at Evanston. S. F. Parsons, Secy., De Kalb, Ill.

Nov. 3-4. Rhode Island Institute for Instruction at Providence. W. H. Holmes, Jr., President, Westerly; J. F. Deering, Secy., Arctic, R. I.

Nov. 8-9-10. Wisconsin State Teachers' Association at Milwaukee. Miss Katherine Williams, Secy., 506 27th St., Milwaukee, Wis.

Nov. 9-10. Central Ohio Teachers' Association at Cincinnati. C. D. Everett, President, Columbus; Miss Stella Wilson, Secy., Sidney, Ohio.

Nov. 9-10-11. Iowa State Teachers' Association at Des Moines, Iowa.

Nov. 9-10. Kansas State Teachers' Association at Topeka, Kans.

Nov. 9-11. Missouri State Teachers' Association at Hannibal. Luther Hardaway, Cape Girardeau, Mo., Secretary.

Nov. 11. Missouri Society of Teachers of Science and Mathematics at Hannibal, Mo. (with M. S. T. A.). L. D. Ames, Secy., Columbia, Mo.

Nov. 27-28-29. New York State Teachers' Association at Albany. George P. Bristol, President, Ithaca, N. Y. Supt. Chas. W. Cole, local committeeman.

Nov. 30-Dec. 1. Western Ohio Superintendents' Round Table, at Dayton. E. J. Brown, Dayton, President. O. E. Duff, South Solon, Secretary.

Nov. 30, Dec. 1-2. North Carolina State Teachers' Association at Raleigh. Chas. L. Coon, President. R. D. W. Connor, Secy., Raleigh, N. C.

Nov. 30, Dec. 1-2. Southern Education Association at Houston, Tex. M. A. Cassidy, President, Lexington, Ky.

Dec. 1-2. Association of Colleges and Preparatory Schools of the Middle States and Maryland at Columbia University, New York City. A. H. Quinn, Secy., University Pennsylvania, Philadelphia, Pa.

Dec. 1-2. Central Association of Mathematics and Science Teachers at Chicago. H. E. Cobb,

Lewis Inst., Chicago, President. J. F. Mills, 330 Webster Ave., Chicago, Secretary.

Dec. 19-22. Southern California Teachers' Association at Los Angeles. L. E. Armstrong, San Francisco, Cal., Secretary.

Dec. 26-29. Bay Section California Teachers' Association at San Jose, Cal. L. E. Armstrong, San Francisco, Cal., Secretary.

Dec. 26-29. Pennsylvania State Teachers' Association at Philadelphia, Pa. F. W. Robbins, President, Bethlehem, Pa. Dr. J. P. McCaskey, Secy., Lancaster, Pa.

Dec. 27-28-29. Indiana State Teachers' Association at Indianapolis. S. L. Scott, President, Jeffersonville, Ind.

Dec. 27-28-29. Arkansas State Teachers' Association at Little Rock. A. C. Millar, Conway, Ark., chairman of executive committee.

New Minnesota Book Law.

Among the laws of the last Minnesota legislation which went into effect August 1st is the new school textbook law, making stringent regulations for the companies that want to sell books to the state for use in the public schools.

Any company that wants to sell books to the public schools in the state must file with the state superintendent of schools a copy of each book it has to offer, together with the usual list price, the lowest wholesale price and the lowest exchange price at which the book is sold to any school board or textbook commission.

It must file also a written agreement to furnish the books to any school board in the state at the lowest price quoted and to maintain its prices uniformly throughout the state, to reduce the prices automatically in Minnesota when reductions are made elsewhere and guarantee that "at no time shall any book filed here be sold at a higher price than is received in any other state," also furnish all books of equal quality to those filed with the state superintendent. A bond to comply with this agreement must be given.

The state superintendent is to have printed and distributed a list of all the books and prices offered by all the companies and any school may choose its books from the list at the wholesale price.

If any publisher enters into an agreement, understanding or combination to control prices or restrict competition in the adoption or sale of books, the attorney general shall institute proceedings for the forfeiture of their bonds and the revocation of their license to sell books in the state.

Any publisher or dealer who attempts to sell textbooks in the state without filing his samples and prices with the state superintendent shall be guilty of a gross misdemeanor and pay a fine of \$500 to \$2,000.

The last section of the new law provides penalties for any school teacher, any city or county superintendent, any school officer or any other person connected with the public schools who is in any way interested in the profits or sale of any textbooks used in the schools under his charge.

An exception is made in the case of authors of textbooks, who may receive royalties or profits from their books without leaving their positions. The fine otherwise is \$50 to \$200.

That pupils in parochial schools may be admitted to manual training classes in the public schools under certain restrictions, is the opinion of Attorney General James M. Swift of Massachusetts. The question was raised in North Adams, where pupils of a parochial school desired to attend the training school of the local normal school. In part the attorney general says: "If the pupils of the parochial schools are to use the rooms and equipment of the normal school or of the public schools, as classes to be formed and controlled by their teachers and sent to the normal school or to public schools for instruction as a part of or supplementary to the course of instruction at the parochial school, it might well be held to be obnoxious to the spirit if not to the letter of the constitution, especially if such were made at times when the rooms of the normal school or the public schools are not open to persons other than the class in question."

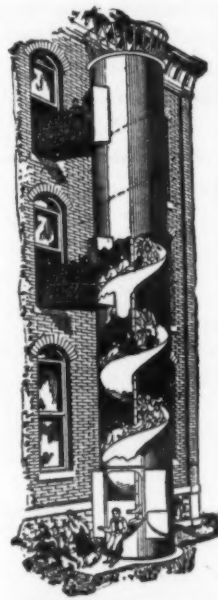
"On the other hand, if the pupils of the parochial schools are to attend at times when the facilities of the normal school or the public schools are open to other pupils to avail themselves of the privilege and share with other children, the instruction, if any such instruction is given, I do not think that because at other hours they have been at a parochial school, and not at a public school, is any ground for refusing them the benefit of attending."



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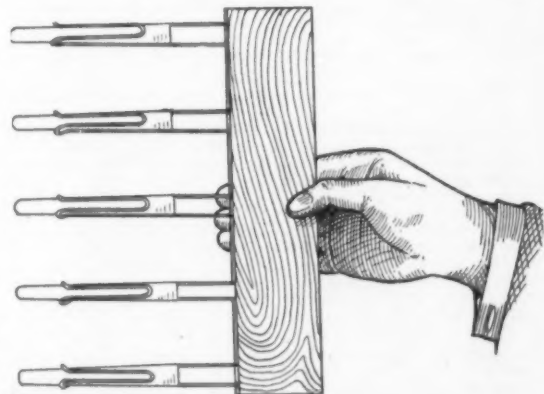
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ALABAMA.

Birmingham—School will be erected at Jefferson Heights. Mobile—4-room school will be erected at Irvington. Aliceville—Arch. W. E. Bennis, Bessemer, has plans for school. Gordo—Arch. W. E. Bennis, Bessemer, has plans for school. Guntersville—County high school will be erected. Oneonta—County high school will be erected. Lincoln—County high school will be erected. Eclectic—County high school will be erected. Citronelle—Arch. McNeal has plans for 2-story school; \$10,000.

ARKANSAS.

Pine Bluff—Contract let for school; \$12,000. Texarkana—Contract let for high school. Nimmons—School will be erected, Dist. No. 36. Marion—Archts. Weathers & Foley, Memphis, Tenn., have plans for 3-story school. Harrison—Plans are being prepared for high school. Hazen—Two-story school will be erected; \$20,000.

CALIFORNIA.

San Diego—Two-room school will be erected. San Jose—Training building will be erected for State Normal School. Oakland—Propose erection of manual training high school. Pasadena—Plans have been prepared for girls' school at South Pasadena; \$150,000. Sacramento—Contract let for kindergarten. Visalia—Two schools will be erected. Hayward—Propose erection of high school. Redondo Beach—\$75,000, bonds, were voted for school. Los Angeles—Contract let for 12-room school; \$20,000. Pasadena—Manual training shop will be erected at Washington school. Site will be considered for normal school. National City—One-story manual training school will be erected. San Pedro—Marine building will be erected for the high school.

COLORADO.

Grand Junction—Archts. Boyer & Jenkins have plans for school at Orchard Mesa. Sterling—School will be erected. Fort Morgan—Two schools will be erected. Walsenburg—Two-story parochial school will be erected; \$25,000. Pinneo—School will be erected.

CONNECTICUT.

Ridgefield—Site was donated for school. Milford—Bids were submitted for Devon school. Plainville—Four-room school will be erected.

FLORIDA.

Deland—School will be erected; \$30,000. Pensacola—Two-room school will be erected at Walnut Hills. Parochial school will be erected.

GEORGIA.

Macon—School will be erected at Cherokee Heights. Quitman—Propose erection of school.

ILLINOIS.

Chicago—Archts. Worthman & Steinbach have plans for business college. Cicero—Two-story school will be erected. Montrose—School will be erected. Chenoa—School will be erected. Mt. Vernon—Archts. Riester & Rubach, East St. Louis, have plans for 2-story school; \$25,000. Burnham—Four-room school will be erected. Steger—Two-story school will be erected. Fancy Prairie—Two-room school will be erected. Chicago—Archts. L. Novy & Son have plans for 2-story school; \$12,000. Charleston—Archts. Gault & Gault, Terre Haute, Ind., have plans for

one-story school. Stoy—Arch. J. W. Gaddis, Vincennes, Ind., has plans for 2-story school; \$12,000. Jerseyville—Site was purchased for school. Crete—Two-story school will be erected. Tamms—Township high school will be erected; \$50,000. Galena—Site was purchased for school. St. Joe—One-story school will be erected. Pawnee—High school will be erected; \$30,000. Rock Island—Two-story school will be erected. Divernon—High school will be erected; \$30,000. Pearl City—Contract let for school. Cuba—Contract let for school. Auburn—High school will be erected. Blue Island—Contracts let for two schools. Sterling—Propose erection of parochial school. Lomax—School will be erected. Armstrong—School will be erected. Peoria—Greeley school will be rebuilt. Edwardsville—Four-room colored school will be erected. Martinton—Arch. Geo. W. Ashby, Chicago, has plans for 4-room school. Moline—School will be erected. Normal—\$60,000, bonds, were voted for school.

INDIANA.

South Bend—Arch. W. B. Itner, St. Louis, Mo., has plans for 2-story school. Lake—Archts. Brubaker, Stern & Boyle, Evansville, have plans for 6-room school. Corydon—School will be erected. New Salisbury—School will be erected. Arcadia—Two-story school will be erected; \$50,000. Hymers—Archts. Padgett & Dickinson, Terre Haute, have plans for 2-story school; \$20,000. Dugger—Archts. Padgett & Dickinson, Terre Haute, have plans for 2-story school; \$12,000. Clinton—Six-room school will be erected. Clay City—Arch. G. W. Gordon, Greenfield, has plans for two schools. Goldsmith—School will be erected. Huntingburg—School will be erected. Williamsport—Three schools will be erected. Medina twp., Warren Co. Kingman—Arch. M. L. Carr, Indianapolis, has plans for 2-story school; \$12,000. New castle—Propose erection of school. Greentown—Archts. Ellwood & Ellwood, Elkhart, have plans for 10-room high school. Sellersburg—High school will be erected.

IOWA.

Davenport—Arch. A. H. Ebeling has plans for 3-story school; \$60,000. Two-story school will be erected; \$40,000. Mason City—Two schools will be erected; \$4,000. Audubon—School will be erected. Chariton—School will be erected. Reinbeck—School will be erected. New London—School will be erected. Morrison—School will be erected. Gibson—School will be erected. Keokuk—School will be erected. Spencer—School will be erected. St. Charles—Eight-room school will be erected. Cranston—Arch. Henry Zeidler, Muscatine, has plans for 2-room school. Shenandoah—Contract awarded for school. Titonka—School will be erected. Waverly—Contract let for Lutheran school. Low Moor—Arch. J. W. Ladehoff, Clinton, has plans for 2-story school; \$6,000. Corwith—Contract awarded for school. Hudson—School will be erected. Kingsley—School will be erected; \$23,000. Walker—Brown Bros., archts., Cedar Rapids, have plans for school. Lamont—Contract was awarded for school. Vinton—Propose erection of school. Larchwood—Contract let for school. Davenport—Two-story parochial school will be erected; \$60,000. Jamiison—School will be erected. LaPorte City—School will be erected. Wellsburg—Archts. Payne & Son, Carthage, have plans for 2-story school; \$10,000. Marathon—School will be erected. Riverside—Propose erection of parochial school. Riverside—Parochial school will be erected; \$12,000.

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KANSAS.

Topeka—Arch. C. R. Chandler has plans for 2-story deaf school; \$10,000. Arch. C. R. Chandler has plans for 2-story blind school. Arch. N. P. Nielsen has plans for 6-room school. Silver Lake—School will be erected. Pittsburg—4-story school will be erected. Hays—Three-story school will be erected; \$40,000. Parsons—Two-story boys' school will be erected; \$23,000. Lincoln—Archts. Berlinghof & Davis have plans for high school; \$250,000. School will be erected; \$80,000. Topeka—Parochial school will be erected. Reserve—School will be erected. Garden Plain—Arch. U. G. Charles, Wichita, has plans for 2-story school; \$7,500. Hutchinson—Three schools will be erected. Dodge City—School will be erected. Gridley—Bonds were voted for school. Arma—Two-story school will be erected; \$15,000. Delphos—School will be erected. Greensburg—School will be erected, Dist. No. 23. Preston—Plans have been prepared for school. Gem—School will be erected. Windom—Four-room school will be erected. McCracken—Contract let for school. White City—School will be erected. Beverly—School will be erected. Winfield—Lutheran College building will be erected. Russell—School will be erected, Dist. No. 14. Natoma—School will be erected. Kipp—Contract awarded for 2-story school.

KENTUCKY.

Union—School will be erected. Walnut Grove—Three schools will be erected. Louisville—Two-room school will be erected, Div. No. 1. Two 2-room schools will be erected, Div. No. 3. Two-room school will be erected, Div. No. 5. Two 2-room schools will be erected, Div. No. 7. Two 2-room schools will be erected, Div. No. 8. Lexington—Model school will be erected in Irishtown.

LOUISIANA.

New Orleans—Arch. E. A. Christy has plans for 2-story school. Belcher—Two-story school will be erected. Forest Hill—School will be erected. Plaquemine—Three-story school will be erected. Paradise—Four-room school will be erected. Mt. Herman—School will be erected. Lake Charles—Four schools will be erected. Mooringsport—Two-story school will be erected. Hahnville—\$5,000 were appropriated for two schools. Alexandria—School will be erected.

MAINE.

Bowdoinham—High school will be erected. Danforth—School will be erected.

MARYLAND.

Leonardtown—School will be erected; \$10,000. Baltimore—Two and one-half-story school will be erected; \$20,000. Arch. C. M. Anderson has plans for school; \$3,000.

MASSACHUSETTS.

Fall River—Two-story parochial school will be erected; \$100,000. Boston—Site was purchased for school at Back

DON'T USE THIS!



USE THIS!

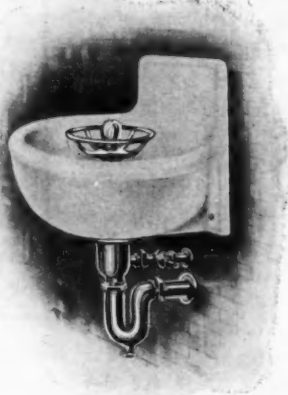


Plate 43084-N

OR THIS!



Plate A 4313-N

Edwardsville, Ill.

WRITE FOR NELSON'S SANITARY DRINKING FOUNTAIN BOOKLET
N. O. NELSON MFG. CO.

St. Louis, Mo.

Bay, Wakefield—Site was selected for high school. Springfield—Contract awarded for Clarke school. Fall River—\$53,000 have been appropriated for textile school. Braintree—Archts. Cooper & Bailey, Boston, have plans for 2-story school; \$75,000. Swampscott—Archts. Brainerd & Leeds, Boston, have plans for school; \$80,000. Easthampton—High school will be erected; \$48,000.

MICHIGAN.

Ravenna—\$10,000, bonds, were voted for school. Menominee—School of domestic science and manual training will be erected. Greenville—Archt. E. A. Bowd, Lansing, has plans for school. Harrison—School will be erected. Grand Rapids—Sites are being considered for school. Hiawatha—School will be erected. Millersburg—School will be erected; \$10,000. Garden—Two-room school will be erected. Ford River—School will be erected at South Ford River. Akron—High school will be erected; \$15,000. Bad Axe—\$20,000, bonds, were voted for school. Muskegon Heights—Three-story school will be erected; \$10,000. Breckenridge—Archt. E. M. Wood, Alma, has plans for school; \$4,000. Gladstone—Archt. J. E. Chubb, Chicago, Ill., has plans for 2-story school. Derby—Archt. J. C. Schwerdt, St. Joseph, has plans for school.

MINNESOTA.

Appleton—School will be erected. Brookston—Bids have been received for school. Buhl—\$100,000, bonds, were voted for school. Columbia Heights—Contract let for school. Federal Dam—School will be erected; \$3,000. International Falls—Two-room school will be erected. Louisburg—School will be erected. Moorhead—School will be erected; \$75,000. Mora—School will be erected. Pine River—Eight-room school will be erected; \$15,000. Remer—School will be erected; \$3,000. Royalton—School will be erected. Virginia—School will be erected. Winona—School will be erected. Kokato—School will be erected. Kenyon—School will be erected; \$20,000. Shevlin—Two-room school will be erected. Stewart—\$6,000, bonds, were voted for school. Jackson—Archts. Buechner & Orth, St. Paul, have plans for 2-story school; \$35,000. Lansford—School will be erected. Crosby—Four-room school will be erected. Hopkins—School will be erected. Tower—Three-room school will be erected; \$3,000. Cuyuna—\$16,000, bonds, were voted for two schools. Hatfield—School will be erected. Pine City—School will be erected. Roosevelt—Two-story school will be erected. Wheaton—School will be erected. Northfield—High school will be erected; \$110,000. Lake Crystal—School will be erected. Minneapolis—Manual training building will be erected at Irving school. Rice—Four-room school will be erected. Barnum—School will be erected. Duluth—Site has been selected for farm school.

MISSISSIPPI.

Timberville—Two-story school will be erected at Vardaman. Hattiesburg—Main Street school will be erected. Jackson—Propose erection of colored school. School will be erected on Bailey avenue.

MISSOURI.

Clinton—Archts. J. H. Felt & Co., Kansas City, have plans for 2-story high school; \$45,000. Two-story school will be erected; \$15,000. Hallsville—School will be erected. Springfield—Plans have been prepared for school; \$6,000. Madison—Contract let for school. Maryville—Archt. A. A. Searcy has plans for 2-story school. South West City—School will be erected.

MONTANA.

Judith Gap—Contract awarded for school. Missoula—Archt. A. J. Gibson has plans for three wings for county high school. Worden—School will be erected. Yates—Contract let for school. Boulder—School will be erected for feeble-minded. Choteau—School will be erected. Twin Bridges—Propose issuance of bonds for school.

NEBRASKA.

Falls City—Archt. J. H. Craddock, Omaha, has plans for school. O'Neill—Bids have been received for school.

Parks—School will be erected. Wynot—Archt. G. W. Burkhead, Sioux City, Ia., has plans for 2-story school. Auburn—School will be erected, Dist. No. 50. Fremont—School will be erected, Platte View Dist. No. 4. Parochial school will be erected.

NEW HAMPSHIRE.

Manchester—Archt. C. R. Whitchee has plans for school. Portsmouth—Eight-room school will be erected.

NEW JERSEY.

Clementon—Archt. Thos. Stephen has plans for 2-story school; \$12,000. Pemberton—Archt. C. S. Adams, Philadelphia, Pa., has plans for 2-story high school; \$30,000. Montclair—Archt. J. G. Rogers, New York, N. Y., has plans for 2-story school; \$100,000. Paterson—School will be erected at Prospect Park. Hawthorne—Archt. Wm. T. Fanning has plans for school. Lakewood—Plans have been made for high school; \$40,000. Arlington—Site was selected for school; \$22,500. Ramsey—Archt. C. E. Sleight, Paterson, has plans for 2-story school; \$28,000. Newark—School will be erected; \$247,000. Hawthorne—Archt. F. W. Fischer, New York, N. Y., has plans for trade school.

NEW MEXICO.

Salinas—School will be erected.

NEW YORK.

Poughkeepsie—Three-story high school will be erected; \$250,000. Two-story school will be erected; \$70,000. Brooklyn—Archt. C. B. J. Snyder has plans for school; \$320,000. Potsdam—Two-story normal school will be erected; \$250,000. Tannersville—Archts. Hutton & Buys, New York, have plans for 2-story school; \$15,000. Blasdell—School will be erected. Gouverneur—Propose erection of school. Albion—School will be erected. Jamestown—Sites are being considered for school. Glen Falls—School will be erected. Honeoye—Plans are being prepared for school. New Berlin—School will be erected.

NORTH CAROLINA.

Shelby—Four-room school will be erected. Winson—Plans are being prepared for school.

NORTH DAKOTA.

Sharon—School will be erected. Alexander—Six schools will be erected. Dunseith—School will be erected. Skogmo—Two schools will be erected. Upham—School will be erected. Chasely—Two schools will be erected. Douglas—School will be erected. Lorraine—Propose erection of school. Schafer—Eight schools will be erected. Mountain—Propose erection of Lutheran school. Norma—School will be erected. Valley City—School will be erected. Fargo—School will be erected. Hartland—Contract let for school. Brazil—School will be erected. Chaffee—School will be erected; \$6,000. Dogden—School will be erected. Jamestown—School will be erected. LaMoure—School will be erected. Minot—Sites have been considered for normal school. Leeds—Propose erection of academy.

OHIO.

West Lafayette—Archt. P. M. Pettit, Coshocton, has plans for school; \$3,500. Hopewell—School will be erected. Elida—School will be erected. Canton—12-room school will be erected. Steubenville—Eight-room school will be erected. Eight-room parochial school will be erected. Kent—Normal school will be erected; \$800,000. Urbana—Two-room school will be erected; \$6,000. Proctorville—School will be erected. Freeport—Contract let for 2-story school. Canaanville—Contract let for school in Canaan township. Norwood—Parochial school will be erected. Warren—Four-story university school will be erected. Chillicothe—Eight-room school will be erected. Youngstown—School will be erected. Washington C. H.—Archts. Howard & Merriam, Columbus, have plans for 3-story high school; \$100,000. Brewster—Archts. Albrecht & Wilhelm, Massillon, have plans for 2-story school; \$16,000. Massillon—Two-story high school will be erected; \$100,000. Cincinnati—Fifteenth district school will be erected; \$265,000. Toledo—School will be erected in Stickney

District. Sugar Grove—School will be erected. Cleveland—Three-story parochial school will be erected; \$50,000. Norwood—Archts. Bausmith & Drainie, Cincinnati, have plans for school; \$225,000. Delphos—Archt. A. C. DeCurtins, Lima, has plans for 12-room school; \$80,000. Lower Salem—School will be erected. Buckland—School will be erected.

OKLAHOMA.

Hammon—School will be erected. Paden—Archts. Smith & Parr, Oklahoma City, have plans for grade and high school; \$20,000. Carson—Archts. C. E. Hair & Co., Oklahoma City, have plans for 2-story school; \$15,000. Oklahoma City—Archts. Layton & Smith have plans for three schools. Ardmore—School will be erected. Enid—Site was selected for school. Perry—High school will be erected; \$30,000.

OREGON.

Portland—Bids have been received for school. Philomath—Eight-room school will be erected. Sherwood—Four-room school will be erected. Portland—Plans are being prepared for 3-story industrial arts building; \$50,000. Woodburn—Two-room school will be erected.

PENNSYLVANIA.

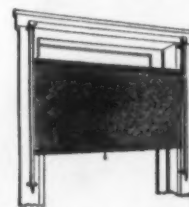
Sunbury—Two-story school will be erected; \$17,000. Ashland—Archt. E. Z. Scholl, Reading, has plans for 2-story school; \$20,000. Oakmont—Plans have been prepared for school. Philadelphia—Archts. Ballinger & Perrot have plans for 2-story parochial school. Trexlerstown—Two schools will be erected. Newport—Contract let for school. Salix—School will be erected in Adams township. Philadelphia—Archts. E. F. Durang & Son have plans for 3-story parochial school. Bowmanstown—School will be erected at West Bowmanstown. Pleasant View—Township high school will be erected. Camden—Greater high school will be erected. Philadelphia—District high school will be erected; \$300,000. Hudson—Archts. Reilly & Schroeder, Wilkesbarre, have plans for 6-room school.

SOUTH DAKOTA.

Loyalton—School will be erected. Morristown—School will be erected. Plana—Archt. G. F. Fossum, Aberdeen, has plans for school. Bristol—School will be erected. Miranda—School will be erected. Mitchell—School will be erected. Newell—Propose erection of school. Turton—Bonds were voted for school. Peever—Two story school will be erected. Rockham—School will be erected. Aberdeen—School will be erected. Crooks—School will be erected. Pierre—Contract let for Indian school. Vernon—School will be erected.

TEXAS.

Madisonville—Archts. Waller & Field, Fort Worth, have plans for high school. Papatote—Two-story school will be erected. Sabinal—Contract was let for high school; \$9,000. Seadrift—School will be erected. Kittrell—School will be erected. Dallas—Parochial school will be erected. Shafter Lake—School will be erected; \$5,000. Kirbyville—High school will be erected; \$12,500. Lyford—School will be erected. Goree—Contract let for school. Dublin—\$45,000, bonds, were voted for school. Yoakum—Contract let for school. Prospect—School will be erected. Port Neches—Six-room school will be erected.



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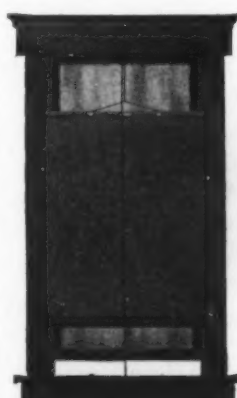


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Our shade rolls up at the bottom at the same time that it lowers from the top. We have eliminated the slow and uncertain process of looping, folding or hooking. This drop shade will expose all the window without dropping below the window sill. Our rollers will not run away, because they are provided with a positive stop or locking device that automatically catches the roller by means of a GRAVITY hook the moment the operator releases his hold upon the bottom pull.

Shades are shipped complete and fully adjusted. You insert only two screws through the pulley into the window cap. Guaranteed not to become inoperative within four (4) years. Send us your estimates and we will send you samples, that will explain the workings of our shades in every detail. We prepay express charges on samples.

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If your druggist can't supply you send 25 cents to Rumford Chemical Works, Providence, R. I. for trial size bottle, postage paid.

A Little Mistake.

The first grade teacher had been able to spank Tommy with the greatest enthusiasm, but his next teacher had not reached the point where she felt she could do justice to him in spite of all his naughtiness.

"Send him to me when you want him spanked," said the first grade teacher one morning, after her colleague had related his many misdemeanors.

About eleven o'clock Tommy appeared at the first grade teacher's door. She dropped her work, seized him by the arm, dragged him to the dressing room, turned him over her knee and did her duty.

When she had finished she said, "Well, Tommy, what have you to say?"

"Please, miss, my teacher wants the scissors."

Nothing Personal, of Course.

Teacher: "It is every teacher's duty to keep young as long as possible."

Cook: "Yes; but the great trouble is that so many insist on looking young after it's impossible."

At the Convention.

First School Board Secretary: I buy all the supplies for our principal and teachers.

Second Secretary: So do I, but I never select them.



Not Incriminating Himself.

"Now, professor, you have heard my daughter sing, tell me what I ought to do with her?"

"Sir, if I told you what you ought to do with her the law would hold me as an accessory."

Eine Lehrerin will Rose und Veilchen charakterisieren. Sie schildert die Rose als eine schoene, stattliche Dame, die erhobenen Hauptes einhergeht und die Mitmenschen erfreut. Dann faehrt sie fort: "Hinterher kommt ein Wesen, bescheiden und demuetig. Still und unbeachtet geht es seinen Weg... Was koennt Ihr Euch hierunter vorstellen, Kinder?" Else: "Das ist der Mann!"

Disaster Ahead.

"In my school days," says a writer in Youth's Companion, trying to illustrate the absurdity and futility of unfounded fears, "we used to have a lecture every Friday afternoon. One day the lecturer was a geologist, and chose Niagara Falls for his topic.

"He told us about the geological formation of the falls, described the different periods to be traced in the gorge, and then went on to say that the falls were slowly wearing back toward Buffalo, and that in the course of some two hundred thousand years they would have worn back to Erie, Pennsylvania, and that town would be left high and dry.

"Suddenly one of the girls in my class began to sob convulsively.

"What is the matter?" asked the teacher, in alarm.

"Oh," wailed the girl, 'my sister lives in Erie!'"

Singing Teacher: "Now, children, give us 'Little Drops of Water' and put some spirit in it."

Principal (whispering): "Careful, sir. This is a temperance school. Say 'put some ginger in it.'"

"Johnny," thus a provoked father to his indolent young hopeful, "why is it that your school reports always show you at the foot of your class?"

"Because there's so many kids that just won't let me get ahead!" was Johnny's light hearted reply.

Not There.

Three year old Ethel was being put to bed by her mother, and after hearing her say her usual prayer, "Now I lay me down to sleep," wished to teach her the "Lord's Prayer."

She started out saying, "Our Father, who art in Heaven," when Ethel looked up, a puzzled expression on her face, and said, "No, our papa isn't in Heaven, he's at the school board meeting."

A teacher in a slum school was hearing the class in arithmetic.

"I entered a department store," she said, "paid two dollars for gloves, a dollar and a quarter for a belt, and twenty-eight cents for hairpins. I gave the clerk a five dollar bill. Ikey," turning to a little Russian Jew, "how much money did I get back?"

"Teacher," said Ikey, viewing her with cold astonishment, "Vy for you didn't count yer change?"

Rough on Tommy.

Alice—Why don't you play with your cousin Tommy?

Gladys (from Boston)—I really don't care for his society, Alice. He says that he does not

DIXON LEADS!

The new thought in teaching writing insists on a big pencil for the Primary Grades. This is Dixon's "Beginners'" pencil.

Every Principal and Superintendent, and every Drawing Teacher should write us for free sample of this pencil.

A color chart showing the twenty colors in which our crayons are made will also be sent.

Joseph Dixon Crucible Co., Jersey City, N. J.

consider suffrage essential to woman's highest development, and I do.

Once upon a time a child who was asked on an examination paper to define a mountain range, replied, "A large-sized cook stove." The same method of reasoning seems to go with older growth. A recent examination paper at the Sheffield Scientific School at Yale contained the question, "What is the office of the gastric juice?" And the answer on one paper read: "The stomach."

"Dolan," said Mr. Rafferty, as he looked up at the new high school, "what does them letters 'MDCCCXCVII' mean?"

"They mean 'eighteen hundred and ninety-seven.'"

"Dolan," came the query after a pause, "don't you think they're overdoin' this spellin' reform a bit?"

A western bookman recently came east for his house to cover a portion of New England. In the capacity of the book salesman he had never been farther east than Ohio and quite naturally he was much impressed with the culture of Boston and other Massachusetts cities.

One day while in a suburb of Boston, he casually inquired of a teacher:

"Does Browning sell as well as ever in Boston?"

"O, yes," said the young woman, "tan is all the rage this season."



Geographically Speaking.

"It broadens one's horizon, so to speak, does it not," inquired the woman who was studying school conditions, "to serve in the capacity of school director?"

"Well, I can't say that, exactly," answered the local superintendent, "but I have noticed that it some times broadens his equator."

THE LAKE HISTORY STORIES

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World history in story form—5 volumes

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Heath	D. C. Heath & Co.	Boston, New York, Chicago
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	Zaner & Bloser	Columbus, O.

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sons	"
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(3 books)	"
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cises (2 books)	"
Wooster (2 bks.)	Wooster
Number Builders	"

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ers	"
Riverside Art Series	Ginn
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Principles of Art Ed.	Macmillan
Text Books of Art	Prang
Education	"
Art Education for High	"
Schools	"
Branch's Illustrated Ex-	"
ercises in Design	"
Garesche's Art of Ages	"
Mann's Greek Myths and	"
Their Art	"
Emery's How to Enjoy	"
Pictures	"
Muensterberg's Principles	"
of Art Education	"
Abbott-Gaskell's	Silver

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Comstock's	Appleton
Young's	Ginn
Chauvenet's	Lippincott
Sharpless & Phillips's	"
Watson's	"
Ball's Ele.	Macmillan
Moulton's Intro.	"
Howe's Elements	Silver
Peck's Constellations	"

BIOLOGY.

Bidgood's	Longmans
Parker's	Macmillan
Bailey & Coleman	"
Pillsbury's	Silver

BOOKKEEPING.

Gay's	Ginn
Moore & Miner's	"
Shaw's Elementary	Heath
Whigham and Fred-	"
erick's	"
Cole's Accts.	Houghton
Meservey's Series	Johnson
Meservey's Blanks	"
Bogle's Comprehensive	"
Montgomery's Mod.	Macmillan
Sandy's	Merrill
Bookkeeping Simplified	Newton
Hall's Art of Accounts	Pitman
Mayhew's Series	Silver
Lyte's Practical	Sower

BOTANY.

Coulter's Text	Appleton
Coulter's Plant Rela-	"
tions	"
Coulter's Plant Struc-	"
tures	"
Coulter's Plants	"
Bergen & Davis	Ginn
Bergen's	"
Meier's Herbarium	"
Meier's Plant Study	"
Stevens	Heath
MacDougal's	Longmans
Bailey's Series	Macmillan
Object Lessons on Plants	"
Harshberger's Herbarium	Simmons
Correspondence	Sower

BUSINESS ENGLISH.

Altmaier's Commercial	"
Correspondence	Macmillan
Style Book of	Pitman

Westlake's Letter Writ-	Sower
ing	"

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Burdick's Essen.	Appleton
Sullivan's Amer.	"
Huffcut's Elements	Ginn
Weed's	Heath
Clark's	Merrill
Clow's Commerce	Silver
White's	"
Wilson & Tucker's In-	"
ternational Law	"

BUSINESS METHODS.

A First Book in	McNally
Hewitt's Manual	"

CHEMISTRY.

Bradbury's Elementary	Appleton
Morse & Irwin's Labo-	"
ratory Manual	"
Smith's Inorganic	Century
Smith's College	"
Smith's Lab. Out l.	"
Jones' Org. Man.	"
Stieglitz's Qualitative	"
McPherson & Hender-	"
son's	Ginn
Ostwald & Morse's	"
Williams'	"
Newell's Descriptive	Heath
Newell's College	"
Remsen's Organic	"
Baskerville's General	"
Inorganic	"
Garrett & Harden's	"
Muir's Course	Longmans
Newth Series	"
Greene's	Lippincott
Moore's	"
Wurtz's	"
Gooch's Lab. Expts.	"
Noyes' Qualitative	Macmillan
Richardson's	"
Roscoe & Lun's	"
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Kahlenberg's	"
Sherman's Chem. of	"
Food and Nutrition	"
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Linebarger's Lab. Man.	"
for Ele. Chem.	"
Peter's	Merrill
Davis'	Scott
Appleton's Series	Silver
Ekeley's Elementary	"
Experimental	"
Bennett's Inorganic	"
Mead's	"

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U. S.	"
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Flickinger's	Heath
Dole's American Citi-	"
zen	"
Dunn's Community &	"
Citizen	"
Flake's	Houghton
Holt's Civic Relations	"
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Science	"
Guileau's Govt. and	"
Politics in U. S.	"
Constitution of U. S.	"
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Smith's Treg. for Citizen-	"
ship	Longmans
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Ashley's Gov't and	"
Citizen	"
Beard's Govt. and Pol-	"
itics	"
Judson's Y'g Am.	Merrill
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Hoxie's	Silver
Lansing & Jones	"
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Mowry's Series	"
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Commerce	Ginn
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Influences in Ameri-	"
can History	"
Sample's Am. History and	"
Its Geographic Condi-	"
tions	Houghton
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Cheyney's Indst. and	Longmans
Social History of	"
England	Macmillan
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tory of the U. S.	"

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tials	"
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Bate's Talks	"
Cook's Higher Study	"
of	"
White's Everyday	"
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Their Use	"
Foster's Argumenta-	"
tion, Etc.	"
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Peabody School Furniture Co.,
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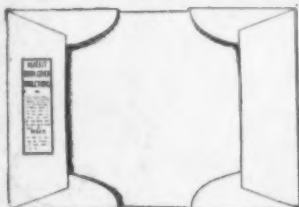
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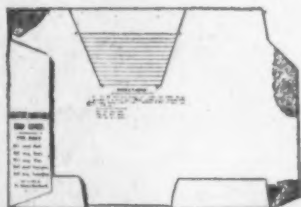
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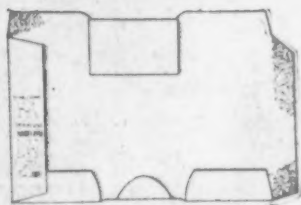
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